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ABSTRACT

In January 1982, a study was conducted at William Rainey Harper College (WRHC) to gather follow-up data on transfer-oriented students 1 year after they had accumulated at least 48 semester hours of credit. All 820 alumni meeting these criteria were mailed a survey form asking about their current status, evaluation of WRHC, and activity patterns while at WRHC. Study findings, based on an 83% response rate, included the following: (1) 1.9% of the alumni were unemployed and seeking employment--an all-time high when compared to past WRHC transfer alumni classes; (2) only 37.5% were voluntarily unemployed--an all-time low among past alumni classes; (3) 29.5% were employed part-time; (4) the mean full-time salary of transfer alumni was $16,900, which was up 16.5% over the 1979 WRHC class; (5) 1981 transfers were employed more hours while at WRHC (21.3 hours per week) than past alumni and were less likely to spend time on campus in either extracurricular or informal activities; (6) only 51.1% remained in a closely related field in their employment or educational activities after leaving WRHC; (7) 71% were still enrolled in college; (8) the highest percentage of alumni in WRHC's history left without attaining a certificate or degree; (9) students performed well after transfer; and (10) respondents rated WRHC and its services better in almost all areas than their predecessors. Extensive data tables, student comments, and the survey instrument are included in the study report. (LAL)

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FOLLOW-UP STUDY OF 1981 HARPER TRANSFER ALUMNI

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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP TRANSFER ORIENTED STUDENTS ONE YEAR AFTER THEY HAD ACCUMULATED AT LEAST 48 SEMESTER HOURS OF CREDIT AT HARPER COLLEGE. ALL 820 ALUMNI MEETING THESE CRITERIA WERE MAILED A SURVEY FORM ASKING ABOUT THEIR CURRENT STATUS, THEIR EVALUATION OF HARPER AND THEIR ACTIVITY PATTERN WHILE AT HARPER. AFTER FOLLOW-UP PROCEDURES WERE COMPLETED, AN 83 PERCENT RESPONSE RATE WAS ATTAINED. DATA ON HARPER TRANSFER STUDENTS NOW ATTENDING FOUR-YEAR COLLEGES WAS ALSO ANALYZED.

THE RESULTS OF THIS STUDY SHOWED THAT THE POOR ECONOMIC CLIMATE OF THE PERIOD FROM 1979-1981 WAS TO A GREAT EXTENT REFLECTED IN THE RESPONSES OF THE 1981 TRANSFER ALUMNI IN A NUMBER OF AREAS. FOR EXAMPLE, THE UNEMPLOYMENT RATE WAS THE HIGHEST IN OUR HISTORY, MORE WERE FORCED TO WORK PART TIME, THEIR SALARIES DID NOT INCREASE AS FAST AS THE C.P.I. OR OTHER NON-AGRICULTURAL SALARIES, MORE SOUGHT JOBS CLOSER TO HOME, MORE WERE FORCED TO CHANGE FIELDS EITHER AFTER TRANSFERRING OR AFTER BECOMING EMPLOYED, FEWER WERE ENROLLED IN COLLEGE ONE YEAR AFTER ATTAINING ALUMNI STATUS AT HARPER, AND A HIGHER PERCENTAGE APPLIED FOR AND RECEIVED FINANCIAL AID WHILE AT HARPER.

DESPITE THIS, THOSE WHO DO TRANSFER CONTINUE TO PERFORM WELL AT THEIR NEW INSTITUTIONS. FEWER OF THESE MOST RECENT ALUMNI REPORTED USING THE LRC OR COMPUTERS WHILE AT HARPER. ON THE OTHER HAND, A MUCH HIGHER PROPORTION OF THOSE WHO DID USE A COMPUTER WHILE AT HARPER DID FIND IT RELEVANT TO THEIR PRESENT SITUATION. THE 1981 TRANSFER ALUMNI RATED HARPER BETTER IN ALMOST ALL AREAS AS COMPARED TO THE RATINGS OF THEIR PREDECESSORS. THE PRESENCE OF BUILDING M HAD QUITE AN IMPACT ON IMPROVING THE RATINGS OF ATHLETIC INTRAMURALS AND PHYSICAL EDUCATION CLASSES.

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APPENDIX

A. Survey Instrument

PURPOSE

The purpose of this study was to follow up all transfer oriented students one year after they had accumulated at least 48 semester hours of credit at Harper College. The study also examined transfer student data sent to Harper by the senior colleges and universities. This research project was designed to help evaluate how well Harper prepares its students to transfer into baccalaureate degree programs at a number of colleges and universities.

POPULATION SURVEYED

All 820 transfer oriented students who accumulated 48 or more semester hours during the 1980-1981 academic year were surveyed. After follow-up procedures were completed, the return rates achieved were:

	Number	Percent
Mail Responses	394	48.0
Responses received over the telephone	290	35.4
Total number of responses	684	83.4
Refused to Answer	23	2.8
Non-Forwardable	21	2.6
Could not be reached by telephone	92	11.2
Total	820	100.0

In addition, all transfer data sent to Harper from senior institutions from May 1981 to present was analyzed and included in this study.

METHOD USED

The survey form, shown in the appendix, was developed by the Office of Planning and Institutional Research in 1969 and modified over the years using input from Vice Presidents, Deans, and Directors. This instrument requests students' current status, evaluation of Harper, and activity pattern while at Harper. This instrument and the cover letter were mailed to the target population one year after they had accumulated 48 hours at Harper. Three weeks later, a postcard reminder was sent to the non-respondents. After another three weeks, those still not responding were surveyed over the telephone. This study was conducted every year in the early history of Harper, but since 1975 it has been conducted every other year. Data from this 1981 alumni study is compared with data from the past surveys.

DISCUSSION OF RESULTS

The poor economic climate of the 1979-1981 period reflects in the responses of the 1981 transfer alumni in a number of ways. The percent of these alumni unemployed and seeking employment was 1.9 percent which is low when compared

to the general population (11-12 percent at the time) but was an all-time high when compared to past Harper transfer alumni classes. Also reflecting the bad economic times was the fact that only 37.5 percent were voluntarily unemployed (most were enrolled in college) and this too, was an all-time low among past alumni classes. Almost all of the increase in alumni employment occurred in the part-time ranks. A total of 29½ percent of the 1981 transfer alumni were employed part time which was an all-time high. This reflects national patterns where more and more people are forced to take part-time employment. The mean full-time salary of transfer alumni was $16,900 which was up 16½ percent from the 1979 class, but in that same two-year period, the CPI rose by 26 percent and the mean wages of non-agriculture employees rose by 19 percent. Also reflecting the economic mood was the fact that 71 percent of those who left Harper and were employed remained in Harper's district. This is an all-time high (it was never higher than 61 percent previously). These 1981 transfers also were employed more hours while at Harper (21.3 hours/week) than past alumni and were less likely to spend time on campus in either extracurricular activities or informally.

While at Harper, about one-third of the 1981 alumni were Business majors and one-fourth were Liberal Arts majors. However, perhaps because of the bad economic conditions, more changed their fields after leaving Harper. Only 51½ percent remained in a closely related field (either employment or college) after leaving Harper and this is an all-time low. Past alumni ranged from 57-65 percent remaining in a closely related field. Also the highest percent of alumni in Harper's history left without attaining a certificate or degree. Only about 71 percent of the 1981 transfer alumni were still enrolled in college a year later and this is the lowest since the 71-73 era. The 1974-1979 transfer alumni classes had at least 80 percent of their group enrolled in college a year later. Moreover, the percentage of alumni remaining at Harper dropped dramatically from 34½ percent of the 1979 alumni to only 16 percent of the most recent 1981 alumni.

Among those who do transfer, 27 percent attend Northern Illinois, 9 percent attend University of Illinois at Champaign, and 8 percent are enrolled at Illinois State. Enrollment of Harper transfer alumni at Roosevelt and Loyola is up sharply from the past (6% and 4½% respectively) while enrollment at Northeastern, Circle, Southern Illinois and Western is down.

At present, some one-third of Harper's transfer alumni major in Business at their new college while 11 percent enter Engineering fields and 10 percent major in one of the social sciences. Interestingly, 4.6 percent are in computer science which is up sharply from the past. In contrast, only 4.7 percent of Harper's transfer alumni now major in education, whereas this percentage in 1972-1973 was about 18 percent. Most importantly, fewer students transferred into fields similar to their major at Harper than at any time in Harper's history. Among the 1981 class, only 39 percent transferred into identical fields as compared to at least 45 percent in the past. Because of the greater number changing fields after transferring, only 90 percent of the courses transferred successfully which was also an all-time low.

Students perform well after transferring from Harper as they achieve a 3.00 GPA after averaging 2.93 at Harper. Some 60 percent obtain a B average or better. Only at the University of Illinois at Champaign do students report that their GPA declines their first semester from their Harper average. However,

even at Champaign where their initial GPA drops, by their fourth semester their GPA climbs to almost a B average only .1 of a GPA below native students. After two years at Champaign, at least 75 percent of Harper's transfers are still enrolled or have graduated.

In a one-year statewide study of the 1979 transfer class, Harper students performed as well as transfers from other community colleges. Harper transfers who majored in health and business performed better than their counterparts from other community colleges, while math, science and engineering majors from Harper did not perform as well. It should be noted that a one-year follow-up study as conducted by the State provides only a partial story. It takes community college transfer students, on the average, three years to complete a baccalaureate degree. Therefore, a three-year or longer follow-up study is needed to really evaluate how well community college transfer students perform.

Much of the follow-up instrument completed by the alumni focused on evaluating how well they were prepared at Harper. When asked how well Harper prepared them for their jobs (if any), the area rated as most helpful was in widening their horizons. Harper was also rated as being helpful in the areas of building self-confidence and improving communication skills. Other areas in which Harper was rated as not so helpful were managerial skills, specific job knowledge and specific job skills. This is about the order one would expect from transfer oriented alumni.

These former Harper students were asked to rate a number of student services and attributes both at Harper and at their present college (if they had transferred). Hearing impaired and disabled student services, tutoring, teaching faculty, human potential courses, course selection and the Women's Program were rated very good or better by alumni. With the advent of Building M, both intramurals and athletics improved their ratings as shown by the 1981 transfer alumni class ratings versus previous class ratings. In general, all factors were rated better by the 1981 class than the same factors rated by previous transfer alumni. This year for the first time more factors at Harper were rated better than the same factors at their present college.

Alumni were also asked to rate how beneficial the various courses were that they took while at Harper. Again, this 1981 alumni class rated all courses as more beneficial than did previous classes. The most beneficial courses were in speech, general business, English, economics, psychology, math, physical education, career planning and political science. Because of Building M, physical education courses jumped dramatically in their perceived benefit to alumni. In the past, physical education was rated as one of the least beneficial courses.

These former students were then asked to describe how they used certain student services. In this regard, some 32 percent of the 1981 alumni said they seldom use the LRC and this percentage has been growing each year. However, of those using the LRC, the vast majority received good service.

Only 47 percent of the 1981 transfer alumni used a computer sometime while at Harper and this is down from past years (1975 on) when 59-68 percent used a computer during their years at Harper. The equipment used most by these former students was that found in Building D knuckle. The biggest proportion of problems occurred on batch programs on the mainframe in Building A. While

fewer 1981 alumni were using the computer while at Harper, a larger proportion of those who did use the computer found it relevant to their present situation (59% among 1981 alumni versus 39% among past alumni back to 1975).

While making changes from their major field at Harper, more made their decision based on advice of friends or relatives or faculty or based on experiences in specific courses while fewer used Student Development. About 42 percent of the 1981 alumni used Student Development services only as required at registration and this is comparable to past data. For those who did use Student Development services, the vast majority found services readily available and more found their services helpful rather than non-helpful.

Probably because of the financial environment, more of those at Harper who feel they are qualified apply for financial aid and this group represents one-third of the 1981 transfer alumni. Some 21½ percent of these alumni received financial aid, the largest percentage since Harper began conducting these studies. Those receiving financial aid represent two-thirds of those who felt they were eligible. The vast majority of students indicated they were satisfied with the performance of the Financial Aid Office.

The most beneficial student activity events as perceived by the 1981 transfer alumni continue to be guest speakers, films, and concerts. The Harbinger is also viewed in a very positive light.

Finally, these alumni were asked in a free response mode to describe how Harper was helpful or not helpful in their transfer process, and for any other comments they wanted to make about Harper. About 62 percent of these comments were positive about Harper.

MAJOR CONCLUSIONS

The poor economic climate of the period from 1979-1981 was to a great extent reflected in the responses of the 1981 transfer alumni in a number of areas. For example, the unemployment rate was the highest in our history, more were forced to work part time, their salaries did not increase as fast as the C.P.I. or other non-agricultural salaries, more sought jobs closer to home, more were forced to change fields either after transferring or after becoming employed, fewer were enrolled in college one year after attaining alumni status at Harper, and a higher percentage applied for and received financial aid while at Harper.

Despite this, those who do transfer continue to perform well at their new institution. Fewer of these most recent alumni reported using the LRC or computers while at Harper. On the other hand, a much higher proportion of those who did use a computer while at Harper did find it relevant to their present situation. The 1981 transfer alumni rated Harper better in almost all areas as compared to the ratings of their predecessors. The presence of Building M had quite an impact on improving the ratings of athletic intramurals and physical education classes.

SUMMARY OF RESULTS

Major Field While at Harper

	1974	1975	1977	1979	1981
Business	23.1	22.9	33.1	31.9	33.8
Humanities and Liberal Arts	24.8	25.6	24.1	23.3	25.2
Engineering	4.8	4.9	7.0	9.9	8.3
Biological Sciences	8.4	8.9	8.0	9.0	6.4
Art	5.4	5.3	5.8	6.9	4.2
Pre-Medical Field	2.9	4.2	2.3	3.1	2.3
Physical Science	1.6	2.3	1.8	2.9	4.9
Other Social Sciences	6.3	5.2	3.4	2.5	3.8
Education	5.4	4.8	2.8	2.2	2.5
Mathematics	3.1	1.7	1.5	2.0	.8
Music	1.7	2.4	1.5	1.9	2.5
Psychology	5.0	4.9	2.9	1.5	2.0
Pre-Law	.6	.7	1.5	1.1	.7
Architecture	3.8	2.4	1.0	.9	.1
Communications	.8	1.8	.8	.6	.6
Physical Education	2.3	2.0	2.5	.3	1.9
	100.0	100.0	100.0	100.0	100.0
Number of responses	480	449	398	324	683

Present Status	1971	1972	1973	1974	1975	1977	1979	1981
Employed FT, not enrolled in college	21.1	27.8	20.4	16.0	17.4	17.6	10.2	18.2
Employed FT, enrolled in college PT	6.8	8.6	7.7	11.3	9.1	12.8	15.4	9.4
Employed FT, enrolled in college FT	3.1	2.3	5.1	3.1	2.4	1.8	4.0	3.1
Enrolled in college FT, employed PT	18.0	16.2	17.2	18.7	18.3	19.3	20.0	18.9
Enrolled in college FT, not employed	40.4	36.5	38.6	42.1	45.0	36.4	34.3	33.4
Enrolled in college PT, employed PT	1.8	1.3	2.6	4.0	3.1	5.3	5.3	4.2
Employed PT, not enrolled in college	.7	.5	1.1	1.7	1.6	1.5	2.8	6.4
Enrolled PT, not employed	0	0	.4	.4	2.0	2.5	5.6	2.9
Armed Forces	1.3	.6	.4	0	0	.3	0	.4
Unemployed, not enrolled but seeking employment	1.0	.9	1.8	1.0	.5	.7	.6	1.9
Housewife	0	0	3.1	0	.2	1.8	.6	.6
Unemployed or not enrolled, other situations	5.8	5.3	1.6	1.7	.4	0	1.2	.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	521	662	455	480	449	398	324	683

Educational Goals

	1971	1972	1973	1974	1975	1977	1979	1981
Presently enrolled FT in college	60.4	54.8	60.8	64.0	65.7	57.5	58.3	55.4
Presently enrolled PT in college	8.6	9.9	10.3	15.6	14.3	20.6	26.2	15.8
Plan to return to college next year	9.0	11.6	10.3	7.7	8.7	8.3	5.3	13.6
Plan to return to college some day	9.0	9.2	10.1	5.8	4.5	7.3	4.3	6.5
Enrolled now in specific training program	.8	1.3	.8	.6	3.1	.3	.3	.8
Have no plans at present to continue education	3.6	8.3	3.2	3.8	2.7	3.0	2.5	1.9
Educational plans unknown	8.6	4.9	4.5	2.5	1.1	3.0	3.1	6.0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	521	662	455	480	449	398	324	682

Graduation from Harper

	1974	1975	1977	1979	1981
Associate in Applied Science	4.9	3.1	1.8	5.9	1.8
Associate in Science	17.4	15.2	13.1	19.2	23.6
Associate in Arts	40.8	39.6	40.9	41.8	29.5
Associate in Liberal Studies	0	0	0	.3	0
Combination of degrees	1.5	3.3	.7	2.8	1.6
Certificate	.9	1.6	2.3	.6	.9
No degree or certificate	34.5	37.2	41.2	29.4	42.6
	100.0	100.0	100.0	100.0	100.0
Number of responses	466	449	398	323	682

Reasons for Not Getting Degree

	1975	1977	1979	1981
Still enrolled at Harper	41.8	38.9	37.9	15.7
Preferred transferring to another college	33.3	37.7	31.6	24.1
Personal problems	5.1	4.5	2.1	.5
Educational goals were not defined	4.3	2.7	1.0	2.5
Had taken all courses I originally wanted to take	3.4	2.4	3.1	4.1
Didn't meet all the requirements yet	3.4	4.2	7.4	37.5
Wasn't given proper guidance	1.7	0	0	0
Didn't want AA degree	1.7	0	5.2	8.9
Moved	.9	1.2	0	.9
Family responsibilities	.9	.6	0	.7
Job demand	.9	1.2	0	.7
New job opportunity	.9	1.8	0	.3
Problem in financing further education	.9	0	0	.4
Harper offered no further courses I wanted	.8	3.6	1.1	1.7
Saw no relationship between courses and my personal, occupational or educational goals	-	1.2	1.1	.3
Left Harper without transferring to another institution or specifying why they didn't complete a degree at Harper	0	0	9.5	1.7
	100.0	100.0	100.0	100.0
Number of responses	117	167	95	291

EMPLOYMENT

Classification of Present Occupation	1971	1972	1973	1974	1975	1977	1979	1981
Retail stores	0	0	0	2.3	17.0	12.2	14.9	13.4
Business or Finance	25.6	31.9	21.1	17.7	12.1	15.9	20.7	12.1
Office or Clerical	2.9	1.4	11.7	16.6	9.4	13.1	14.0	11.5
Food Service	0	0	0	0	0	8.1	7.8	10.6
Factory Semi-Skilled	15.7	10.4	9.4	7.5	8.1	10.3	3.3	7.3
Sales	17.1	18.8	20.0	9.8	6.0	4.5	6.2	7.1
Unskilled Custodial	-	-	-	-	-	-	-	5.3
Medical Fields	2.9	7.6	5.9	5.3	5.4	4.7	6.2	4.4
Trades	14.3	8.3	7.1	8.7	8.1	7.9	9.1	4.3
Engineering or related Technology	12.9	8.3	7.1	4.9	6.0	5.2	3.3	4.3
Educational	2.9	6.3	4.7	6.0	6.7	5.2	5.0	3.7
Computer Field	-	-	-	-	-	-	-	3.1
Communication or Entertainment	0	0	0	0	0	0	1.7	2.4
Transportation	0	0	0	0	0	3.9	0	2.1
Social or Religious	0	1.4	1.2	2.3	2.0	2.8	1.2	2.0
Art or Humanities	1.4	1.4	2.4	1.5	2.7	1.1	.4	1.8
Legal, Governmental or Political	4.3	4.2	4.7	3.0	.7	3.4	3.3	1.7
Police/Fire/Security	-	-	-	-	-	-	-	1.5
Scientific	0	0	3.5	4.9	2.5	1.3	2.5	.9
Agricultural or Environmental	0	0	1.2	0	0	.4	.4	.5
Other	0	0	0	9.4	7.4	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	70	144	0	265	149	233	121	399

Level of Employment

Status Rating	Status Description	1971	1972	1973	1974	1975	1977	1979	1981
1	Unskilled labor	14.3	7.7	0	17.7	13.9	14.4	13.5	11.7
2	Semi-skilled labor	30.0	26.5	25.0	29.2	37.9	34.9	25.4	33.2
3	Technician-Skilled labor, foreman	15.7	15.4	15.9	12.8	11.7	17.5	17.8	17.9
4	Beginning Professional	31.4	32.5	34.2	30.0	25.0	27.9	31.9	29.9
5	Experienced professional second line supervision	4.3	4.3	19.3	9.1	8.4	4.4	10.3	7.0
6	Researcher/Middle management	4.3	4.3	3.4	.8	2.2	.9	.6	.3
7	Vice President level/higher	0	2.6	2.3	.4	.8	0	.5	0
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		70	117	-	243	227	229	185	394
Mean Status Rating		2.94	3.02	3.68	2.88	2.86	2.76	3.04	2.88

Relatedness of Job to major at Harper

Index	Degree of Relatedness	1971	1972	1973	1974	1975	1977	1979	1981
3	Identical	9.7	7.9	7.8	9.4	10.6	10.9	13.9	7.7
2	Closely related	46.9	23.2	27.4	11.8	14.1	13.9	22.5	16.5
1	Somewhat Related	-	-	-	17.6	19.0	18.7	20.8	23.0
0	Not Related	43.3	68.9	64.8	61.2	56.3	56.5	42.8	52.8
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		145	241	-	245	237	230	182	405
Mean Relatedness Index		1.23	.71	.78	.68	.79	.79	1.07	.79

Annual Salary

Range	1971	1972	1973	1974	1975	1977	1979	1981
Under $3,328			4.2	3.4	.8	1.7	0	0
$ 3,328 - $ 4,159	33.8	22.0	1.0	0	0	0	1.2	0
$ 4,160 - $ 4,999			7.3	5.9	2.6	0	0	.6
$ 5,000 - $ 6,999	30.8	25.4	30.2	20.4	20.3	12.2	0	0
$ 7,000 - $ 8,999	10.8	23.8	19.8	20.4	24.8	13.9	9.5	3.3
$ 9,000 - $ 9,999	10.8	5.9	6.3	10.2	10.7	14.8	15.5	6.1
$10,000 - $11,999	6.1	7.6	11.4	18.6	13.3	15.7	19.0	13.3
$12,000 - $14,999	4.6	10.2	10.4	12.7	7.9	21.7	15.5	25.0
$15,000 - $19,999	3.1	2.5	6.3	5.9	12.5	14.8	25.0	28.9
$20,000 - $24,999	0	.9	1.0	2.5	5.3	3.5	7.1	13.9
$25,000 - $30,000	0	1.7	2.1	0	1.8	1.7	6.0	3.9
$30,000 - $40,000	0	0	0	0	0	0	1.2	3.3
Over $40,000	0	0	0	0	0	0	0	1.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	65	118	-	118	113	115	84	180
Mean Salary	$6587	$8352	$9087	$9547	$9592	$11,839	$14,497	$16,881
Median Salary	$6052	$7250	$7789	$9000	$9125	$10,944	$12,923	$15,288

Quality of Harper's Preparation for Job

Preparation Area	1975		1977		1979		1981	
	Number	Mean Index	Number	Mean Index	Number	Mean Index	Number	Mean Index
Broadened Horizons	-	-	-	-	-	-	198	1.30
Maturity and Self Confidence	126	.99	100	1.04	105	1.08	194	1.15
Communication Skills	129	.98	101	.96	111	1.07	193	1.04
Managerial Skills	124	.59	104	.65	106	.78	187	.75
Specific Job Knowledge	131	.58	102	.49	108	.55	191	.60
Technical Job Skills	128	.52	102	.43	107	.50	189	.50

Index: 2 = Harper helped considerably
1 = Harper helped somewhat
0 = Harper did not help at all

Method of Finding a Job	1975	1977	1979	1981
Found my job all on my own	51.9	22.7	9.7	38.2
Family, relative, or friend helped me	15.4	15.4	32.3	25.4
Working on same job which I had before enrolling at Harper	16.3	44.0	15.3	12.5
Newspaper	6.3	6.8	17.8	12.0
Employment Agency	.9	.9	3.2	4.4
State Job Service	0	0	1.6	2.6
Coordinator of my program helped find it	.5	2.6	4.8	1.3
Public Library, Park District, Community Theater	-	-	-	.8
Other College staff or offices helped	-	-	-	.8
Another college helped me	-	-	3.2	.8
Faculty member helped me	.9	2.5	2.4	.8
Company transfer	-	-	-	.2
Placement Test	.5	2.6	.8	.2
Placement office helped me	2.9	2.5	8.9	0
Found job through other sources (unspecified)	3.4	0	0	0
	100.0	100.0	100.0	100.0
Number of Responses	208	117	124	388

Geographic Location of Jobs

Job Location	Distance Index	1972	1973	1974	1975	1977	1979	1981
Downtown	2	4.1	4.5	4.6	2.6	2.1	5.4	4.2
Outer fringes of Chicago	1	9.8	13.6	6.6	7.0	6.5	9.2	3.1
Northwest Suburbs	0	56.6	56.8	57.8	62.7	67.6	52.4	72.7
Other Chicago area Suburbs	1	20.5	17.1	13.6	14.9	9.1	16.8	9.5
Within 40-100 miles of Harper	3	3.3	3.4	4.6	5.3	3.9	7.6	5.6
100-500 miles away	4	0	0	6.2	6.6	6.9	7.0	3.4
More than 500 miles away	5	5.7	4.6	6.6	.9	3.9	1.6	1.5
		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		122	-	242	228	232	185	405
Mean distance Index		.77	.73	1.01	.74	.78	.96	.59

EDUCATION INFORMATION

College or University Enrolled in	All Alumni Enrolled in College							
	1971	1972	1973	1974	1975	1977	1979	1981
Harper	3.0	7.6	8.0	16.0	20.1	26.1	41.3	22.1
Northern Illinois	29.0	26.4	24.8	18.1	19.8	24.8	14.8	21.3
Other Colleges	17.3	18.4	18.1	10.7	15.4	10.6	9.2	12.0
University of Illinois-Champaign	7.6	6.0	7.7	10.5	9.7	5.2	4.4	6.8
Illinois State	6.4	6.8	10.0	7.4	5.0	5.2	5.9	6.1
Roosevelt	.9	.8	0	.9	.3	.3	1.8	4.9
University of Illinois-Circle	9.3	7.1	5.1	6.4	5.3	5.2	3.3	4.1
Loyola	2.1	1.9	2.4	2.5	1.1	1.9	1.9	3.5
Northeastern Illinois	7.6	7.9	7.3	7.1	3.3	4.8	1.5	3.1
Elmhurst	.9	.5	2.2	2.8	3.1	1.0	1.5	2.3
Eastern Illinois	.5	1.6	1.8	2.0	3.9	.6	4.4	2.0
Southern Illinois	8.0	4.4	4.7	5.4	5.0	6.4	3.7	1.9
DePaul	1.3	1.9	.7	1.4	.8	.6	1.1	1.8
Western Illinois	4.3	4.6	3.3	5.9	4.7	1.6	1.5	1.6
University of Madison-Madison	.4	0	1.8	1.1	1.1	1.6	1.5	1.0
University of Arizona State	.9	1.9	.4	.6	.3	1.6	.7	.9
Bradley	0	.9	.3	.3	0	.3	.7	.8
Trinity College	0	.5	.7	0	.3	0	0	.8
Columbia College	0	.3	0	0	0	0	0	.6
IIT	0	0	.4	0	0	0	0	.6
Marquette	0	0	0	0	.3	0	0	.6
College of DuPage	0	0	0	0	0	0	0	.6
University of Iowa	0	.5	0	0	.2	.7	.4	.6
University of Arizona	.5	.3	.4	.9	.3	1.3	.4	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	234	367	286	353	359	311	271	489

College of University Enrolled in	Only Alumni Who Left Harper College							
	1971	1972	1973	1974	1975	1977	1979	1981
Northern Illinois	29.9	28.5	27.0	21.5	24.8	33.5	25.2	27.3
Other Colleges	17.9	19.8	19.6	12.8	19.3	14.4	15.6	15.3
University of Illinois-Champaign	7.9	6.5	8.4	12.5	12.1	7.0	7.5	8.7
Illinois State	6.6	7.4	11.0	8.8	6.2	7.0	10.1	7.9
Roosevelt	.9	.9	0	1.1	.4	.4	3.1	6.3
University of Illinois-Circle	9.6	7.7	5.5	7.6	6.6	7.0	5.6	5.2
Loyola	2.2	2.1	2.4	3.0	1.4	2.6	3.2	4.5
Northeastern Illinois	7.8	8.5	7.9	8.5	4.1	6.5	2.6	3.9
Elmhurst	.9	.5	2.4	3.3	3.9	1.3	2.5	2.9
Eastern Illinois	.5	1.7	2.0	2.4	4.9	.8	7.5	2.6
Southern Illinois	8.3	4.8	5.1	6.4	6.2	8.7	6.3	2.4
DePaul	1.3	2.1	.8	1.7	1.0	.8	1.9	2.4
Western Illinois	4.4	5.0	3.6	7.0	5.9	2.2	2.6	2.1
University of Wisconsin	.4	0	2.0	1.3	1.4	2.2	2.5	1.3
University of Arizona State	.9	2.1	.4	.7	.4	2.2	1.2	1.2
Bradley	0	.6	.4	.3	0	.4	1.3	1.0
Trinity College	0	.6	.7	0	.4	0	0	1.0
IIT	0	0	.4	0	0	.4	0	.8
Marquette	0	0	0	0	.3	0	0	.8
College of DuPage	0	0	0	0	0	0	0	.8
University of Iowa	0	.6	0	0	.3	.9	.6	.8
Columbia College	0	.3	0	0	0	0	0	.8
University of Arizona	.5	.3	.4	1.1	.4	1.7	.7	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	227	339	264	297	287	230	159	381

Other Colleges or Universities Enrolled in by 1981 Transfer Alumni

DeVry Institute of Technology - 2
Columbia University of Chicago - 2
Ohio State - 2
University of Chicago - 2
George Williams College - 2
Drake University - 2
Lake County College - 2
National College of Education - 2
Scottsdale Community College - .50
Montclair State College
Colorado State
Iowa State University
Northern Arizona University
De Lourdes
Carroll College
Northland College
Lutheran General School of Nursing
Evanston Hospital School of Nursing
Capitol University
Hope College
Valpariso University
J. A. Logan College
University of Wisconsin (Whitewater)
Rockford College
Governors State University
Concordia College
Western Michigan University
Indiana State
University of Northern Colorado
University of Kansas
Saint Norbert
National College of Chiropractics
Mallinckrodt College
Bethel College and Seminary
Aurora College
Ramapo College
Georgetown University
Indiana University
Purdue University
Ball State University
University of Nebraska
Augustana College
Washington State
University of Missouri
Chicago State
Art Institute of Chicago
Midland Lutheran College
Maryville College
Michigan Technological University
Elgin Community College
Guelph University (Ontario)
Carthage College

Class Standing

Class Level	Level	1972	1973	1974	1975	1977	1979	1981
Freshman	1	.4	0	0	0	.6	.7	.2
Sophomore	2	6.1	7.8	9.2	16.0	22.3	21.6	16.7
Junior	3	76.6	81.6	80.1	73.0	66.7	56.4	62.5
Senior	4	15.6	8.2	7.4	6.5	7.8	19.8	17.7
Professional School	5	.9	1.5	1.4	.3	0	.4	1.9
Graduate School	5	.4	.4	.5	3.1	.6	0	.2
Unclassified		0	.5	1.4	1.1	2.0	1.1	.8
		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		231	-	367	356	309	273	486
Average Class Level		3.11	3.02	3.02	2.97	2.85	2.97	3.05

Present Major Field	1972	1973	1974	1975	1977	1979	1981
Business	16.2	21.7	27.5	25.9	34.0	37.1	33.0
Engineering and Technology	5.2	3.9	4.8	4.2	8.1	11.6	11.0
Other Social Sciences	19.6	20.7	6.3	3.8	4.4	3.5	6.0
Medical and Health Fields	-	-	3.5	4.7	3.2	7.0	5.6
Humanities and Liberal Arts	9.2	11.8	6.6	3.8	3.2	5.1	4.9
Education	18.5	18.7	10.1	11.6	6.8	4.6	4.7
Computer Science					1.6	1.1	4.6
Psychology	-	-	7.6	11.2	4.7	2.7	4.2
Art	-	-	4.3	6.6	7.0	5.1	3.8
Biological Sciences	12.9	11.3	7.6	5.5	3.7	6.5	3.8
Physical Education	-	-	3.0	2.0	4.2	1.6	2.5
Physical Science	-	-	1.8	4.0	1.8	2.7	2.4
English/Literature/Speech	8.9	3.9	4.0	6.4	1.0	1.1	2.4
Law	.7	1.0	1.0	.4	2.9	1.6	2.4
Journalism	.4	1.0	-	.9	1.9	1.9	1.9
Language	1.9	0	1.5	.9	1.0	.6	1.4
Home Economics	1.1	.5	1.5	.9	1.9	1.6	1.3
Mathematics	2.8	4.5	2.3	1.3	1.3	1.1	1.3
Music	-	-	-	-	-	1.9	1.2
Agriculture and Conservation	1.1	1.0	2.0	0	2.9	1.6	1.0
Architecture	-	-	2.0	1.7	.3	0	.4
Food Service and Hotel Management	-	-	-	-	1.0	0	.2
Other	-	-	1.3	1.7	1.0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	271	-	396	236	309	185	489

Relatedness of Major at Present College to Major at Harper

Relatedness Index	Degree of Relatedness	1971	1972	1973	1974	1975	1977	1979	1981
3	Identical	49.1	45.7	48.1	46.9	46.7	53.5	46.8	39.2
2	Closely related	23.6	28.3	27.4	22.5	24.8	20.9	30.2	29.5
1	Somewhat related	23.6	17.5	14.7	16.6	16.2	16.0	14.9	20.8
0	Not related	13.7	8.5	9.8	14.0	12.3	9.6	8.1	10.5
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses		233	223	-	373	334	282	235	482
Mean relatedness		2.18	2.11	2.14	2.02	2.06	2.18	2.16	1.97

Transferability of Courses

Portion of Courses Taken at Harper Which Were Transferred	1971	1972	1973	1974	1975	1977	1979	1981
0 - 20 percent	1.3	0	1.2	1.2	.4	0	1.3	1.4
20 - 40 percent	1.3	0	1.9	.9	0	0	.9	1.4
40 - 60 percent	2.6	1.4	1.2	1.5	1.0	1.9	2.3	3.1
60 - 80 percent	3.9	5.9	2.8	3.9	2.9	2.0	7.2	6.1
80 - 90 percent	6.9	5.4	7.4	6.9	7.2	11.0	9.4	10.6
All but 2 or 3 courses	16.0	13.1	11.1	15.7	11.6	11.4	12.6	14.6
All but 1 course	18.0	15.8	12.7	11.5	17.3	9.8	11.6	13.9
Transferred all courses	50.0	58.4	61.7	58.4	49.6	63.9	54.7	48.9
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	232	221	-	332	277	255	223	424
Mean percent of courses transferred	91.5	94.3	93.0	92.8	94.9	94.9	91.3	90.2

Grade Performance of Harper Alumni at Institutions They Are Now Attending Compared to Performance at Harper

Present College	1971	1972	1973	1974	1975	1977	1979	1981
Percent of students who earned a 3.0 cumulative GPA or better	32.7	54.1	54.5	58.7	58.9	58.3	63.9	60.5
Percent of students who earned below a 2.0 cumulative GPA	9.8	4.7	3.1	2.6	1.5	3.2	2.1	2.6
Mean cumulative GPA	2.63	2.64	2.95	2.98	2.96	2.98	3.03	3.00
Number of respondents	230	230	255	346	268	218	238	352

Grade Performance of Harper Alumni at Institutions they are now attending compared to Performance at Harper (continued)

While at Harper	1971	1972	1973	1974	1975	1977	1979	1981
Percent of students who earned a 3.0 cumulative GPA or better	22.0	27.3	41.4	42.9	48.7	41.7	62.7	54.8
Percent of students who earned below a 2.0 cumulative GPA	13.0	13.7	3.6	2.6	.4	.5	.8	2.4
Mean cumulative GPA	2.73	2.55	2.86	2.81	2.88	2.92	3.03	2.93
Number of respondents	230	230	249	345	268	218	236	383

Annual Cost	1971	1972	1973	1974	1975	1977	1979	1981
Less than $500	5.8	6.5	4.1	10.5	9.5	15.0	9.9	9.3
$ 500 - $1,000	13.7	16.0	8.7	11.8	8.7	10.4	8.1	10.8
$1,000 - $1,500	12.4	6.9	11.2	6.8	8.7	8.1	3.7	7.0
$1,500 - $2,000	28.8	24.8	11.7	11.8	11.3	5.2	4.3	6.2
$2,000 - $2,500	23.0	25.6	29.1	29.5	22.0	12.1	8.1	4.9
$2,500 - $3,000	5.3	12.6	18.9	13.1	27.2	21.4	14.3	5.1
$3,000 - $4,000							28.6	17.6
$4,000 - $5,000	11.0	11.6	16.3	16.5	12.6	27.8	12.4	17.0
$5,000 - $6,000							10.6	11.3
$6,000 - $7,000								6.6
$7,000 - $8,000								3.2
$8,000 - $9,000								6
$9,000 -$10,000								.2
Over $10,000								.2
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	226	230	-	237	231	173	161	471
Mean cost per year	$1833	$1995	$2171	$2022	$2084	$2148	$2927	$3324

Honors Programs Participated in at Present College

Honor program at Northern Illinois University offers some honors sections in certain classes; other classes honor student makes a contract with teacher for extra project.
Society Advanced Management
Graduated with honors.
Epsilon Phi Tau Sorority
Greek life
Kappa Delta Epsilon which is an education honory. All majors with a 3.0 grade point average may join.
Kappa Delta Epsilon--Education majors/honor sorority.
Kappa Delta Epsilon/Honorary Education Sorority need not be offered at Harper since Harper only offers two year education courses.
I enrolled in a Honors Chemistry course which was not any more beneficial than normal Chemistry -- only more work.
I am in Psychology National Club and an honors student. I do not believe this is a criteria at Harper.
The Public Relations Club
AE-RHO-National Broadcasting Society for WHCM students.
Inter-Varsity Christian Fellowship
University of Missouri offers honors classes and standard classes.
Day Care Center

Experiences at Harper which Aided the Transfer
Process or which made it more Difficult

Transfer to Northern Illinois University made easier because of the high quality education I received at Harper and at a relatively low cost.
Transfer of credits was very good.
After Harper I was used to doing college level work. This made transfer to Northern Illinois University easier.
Counselors should be required to provide direction and provide information as to what is transferable.
Excellent counseling.
Classes at Harper were difficult as to give me a good idea of what college would be like. My present classes are about the same level of difficulty as at Harper.
Harper's classes required less work this made it difficult transferring to a university.
No problems with transfer of credits to Northern Illinois Univeristy. At Harper teachers taught the courses at Northern you learn on your own.
Need improvement in counseling as far as being knowledgeable about transferring classes and credit hours needed.
Mr. Phil Troyer counselor at Harper helped me so much and is very good at what he does and deserves all the credit.
I had to stay an extra semester at Illinois State to take classes I did not take at Harper.
After receiving Associate Degree from Harper and taking general education courses it was easier to transfer to Northern Illinois University.
Taking general courses at Harper helped me stick to my major courses when I attended Loyola University.
The main advantage at Harper was the smaller class and personal instructor contact which allowed me to learn the basic concepts and material better than current fellow students.
Receiving Associates Degree helped me transfer with sixty six hours and I have not been closed out of class.
I was short two credit hours in Humanities which my counselor did not tell me until I was notified by mail.
It made it easier since I did not have to take any General Education courses.
Grading at Harper was easier.
Not much competition at Harper.
Transferring with an Associates Art degree made acceptance easier and also eliminated taking a speech course.
The letters of recommendation and possibly the good standing of Harper made transferring much easier.
The counseling helped greatly but I think transfer curriculum requires more or constant updating so the students can make a lot of contacts.
The courses I took at Harper in Physical Anatomy helped future studies.
I received bad advice from counselors who suggested useless classes. Transcripts were slow being sent and then got lost in the mail. The majority of my classes were useful.
Transfer to Northern Illinois was easy thanks to the excellent counseling from Janet Friend. She is super!
The transcript mailings were sent and the counseling was good but it seems they do not really care.
Harper did not clarify what classes transferred to my other college.
The college courses I took at Harper were transferable.
Knowing how a college works is a big help when transferring to another college. The student activities at Harper has given me the encouragement to get involved in my new college.
My transfer was delayed from the fall of '81 to the spring of '82 due to several schools not accepting Harper credits over twelve hours in Human Psychology. Clep credits and Clep testing head had assured me that I would receive 4 credits in Biology. I did not and had to take another Science course.

Transfer Comments (continued)

My experience at Harper prepared me for a four-year school. Since I did not know the requirements of my present school, I was pushed for time and had to take many classes to graduate by 1983.

A lack of encouragement in the attitudes of some professors cause doubts in some students minds as to their abilities.

Counseling helped a great deal and taking all my general education courses was very beneficial for me.

The Accounting 102 and Mr. Patten really prepared me for test taking and Math 105 Intermediate prepared me well for Finite at my present school.

Two professors, Ron Stewart and Charles Norris prepared me well for my future college studies and what to expect from the professors at my new university.

Dr. Nelson helped me so much with transfer planning. Being a tutor gave me a deeper understanding of material.

Mr. Jedlicka in Managment 320 was excellent and hard, but well worth it.

Harper stands well against other colleges. I should have received more counseling.

The testing at Harper does not prepare the university bound student.

The counselors at Harper seemed to be indifferent as to what happened to me after leaving Harper to transfer to another school.

The Nutrition class taken at Harper shifted from being accepted to not being accepted.

The counselors should keep in contact with the different schools to insure a complete transfer of credits from Harper.

I was not informed that Education majors needed to be fulfilled as a requirement for teacher certification before transferring to Illinois State University.

Help from counselors and the college handbook in choosing general education courses enabled me to complete my requirements at Illinois State University. I needed only three hours to complete my requirements.

A faculty member at Harper helped in guidance counseling with a favorable report to the coordinator of admissions at DePaul University.

Certain courses I did not take at Harper made transfer difficult to Illinois Circle. The course - Man and His Environment - did not transfer as a graduation requirement. I did not take Psychology and Political Science which was required at Illinois Circle. It set me back quite a bit.

My entire two years at Harper was a transition period which helped me to understand college life and what is expected from a university.

The pamphlet on Business Transfer Program was helpful, but the higher level class in Business was not accepted or equal to the level at Northern Illinois.

The quality of Harper courses fully prepared me for a four-year college. Upon advice about Hope college was one of the reasons I chose Hope.

My Liberal Arts degree helped me to have all my credits accepted at my present college.

The counselors do not know the difference or could not understand that the College of Education does not accept all credits that Northeastern generally does.

The Computer classes I took at Harper were considered at Roosevelt College as practical and not theoretical which were not accepted as electives in their Business Administration program.

I received an excellent background and education at Harper.

On the average, Harper did a fine job.

My only problems were with I.G.L. program form submitted in summer and was denied due to the fact my status from sophomore to junior was overlooked. I had to resubmit my incorrect status to the correct one and resubmit my loan application.

The Learning Resource Center provided student assistance uncomparable to any I have yet experienced.

Counseling and testing was excellent.

The introduction to Business III course only transfered as an elective. The Data Processing class was basically irrelevent for future classes at Northern.

The Physical Science and Engineering courses did not prepare me well enough for Northern Illinois.

The atmosphere at Harper is closer to high school than college but it helped me to realize what would be expected of me in a four-year college and it was easier for me to transfer.

Transfer Comments (continued)

Several courses taken at Harper completed the requirements for University of Illinois which made transferring much easier.

Harper was a little too easy so I was not as prepared as I thought for Northern Illinois.

My Associate Degree made it easier for me at Northern Illinois.

The accounting courses at Harper are not difficult enough and do not match the difficulty at Northern Illinois. I was not well prepared.

The courses are more difficult at Northern Illinois and the grading much stricter than at Harper.

I love Harper and things were made simple and easy by a very capable staff. Registration and settling in and transfer made my educational experience a very pleasant one.

Most helpful experience was meeting with advisor from Northern Illinois. The Business counselor was only adequate.

Many of the teachers were helpful. One in particular was Gene Kimmet. The writing courses were helpful as well as English 102, Literature 110. Mr. Nelson in counseling for University of Illinois was accurate in his advice.

I was not informed that if I left Harper after fifty hours my gaining an Associates Art degree later would not give me package benefits at Northern Illinois University.

Harper led me to believe my Clep test credits would transfer easier. Mr. Windham in Physcis was an excellent professor who prepared us for our future studies.

Everything transferred but one course.

My transfer was completed without incident. The one class that did not transfer was because of a poor grade received.

Personal meetings with various faculty members and a developed friendship with President McGrath gave me the confidence and reassurance that I would indeed transfer to a major university and do well.

Harper needs more specialty courses like more Educational classes, Elementary Physical Education and Physiology of Exercise.

My many classes of English literature helped me perform in small groups better and helped me become more well read and articulate. As a result, I have a more multi-dimensional outlook and awareness as compared to others.

If I had taken all my basics at Harper, I would not have to take them this semester.

The one time that I sought counseling in regard to which of a number of universities offered Superior Psychology programs, I was given a Zen-like reply from the counselor, "Which is a better car"? "Ford or Chevy"? The mystical answer enhanced me spiritually, but had little practical use.

Counselors were almost impossible to locate at Harper.

Comparing the Harper curriculum with other sources in question.

My biggest problem was not getting credit for courses taken at Harper. It will now take me a total of five years to graduate instead of four.

I took a Human Potential Seminar and it helped very much in getting to look at my strengths and weaknesses and knowing those things made it a little easier to leave a familiar place to start out at a strange one.

All my courses were a gradual change from going to high school and a university. I thought Harper was difficult at the time but now feel some of it was too easy.

My credits were transferred very quickly.

Transferring was more difficult because I never had a chance to talk with the advisor from Northern Illinois because she was too busy so I never found out how less complicated transferring could be if I had completed my Associate Degree.

I like the fact that all my classes transferred to Northern Illinois; however, the counseling at Harper seemed to be somewhat confusing as I met with various advisors.

Transfer Comments (continued)

The counselor advised me to get a degree otherwise some of my classes would not have transferred.
Harper's faculty puts Northern's to shame! Also registering at Harper was much more organized.
Counseling at Harper strongly encouraged my decision to attend the University of Illinois.
The transfer requirements for the College of Business are getting extremely difficult. This semester one needs a 2.95 grade point average and it will probably go up. Since the grade is determined by 90 percent "tool courses" and 10 percent other, I felt that Harper did not stress adequately the importance of the grades in the "tool courses".
My Harper finals were on the one day allotted for "J's" of the alphabet to register. I missed Circle Campus registration which forced me to be a late register student and I did not have a chance to get all the classes I wanted.
Harper helped me more than I can state. Graduating from a Junior College helped me to take care of my General Education requirements and helped me to adjust to college life easier.
I feel that students planning to transfer should be guided during their freshman year. Decisions concerning transferrable courses is very important.
Counselors felt courses I took at Harper were excellent and a good basis for my degree.
Careful planning.
I have heard from a lot of people that Harper credits transferred easily. I found this to be true. All my Liberal Arts classes satisfied most of the general requirements at my present college.
It wasn't difficult to transfer. Harper is a more professionally run school.
The counseling I received at Harper was very poor and as a result I must take an extra Biology and Physical Education course in summer school for State Teachers Certification that I was never advised of.
Made it easier as far as being able to learn and discipline myself to good study habits. The adjustment to a big university is still difficult.
Counselors complicated matters in the transferring process.
Betty Windham, Physics 201-202-203, prepared me by far the most for my transfer to University of Illinois.
The transfer book in the Psychology Counseling office helped a lot.
My counselor was no help at all.
Counseling made transferring easier.
Susan Korbel's Psychology classes (Research and Bio Basics Behavior), Ed Ponczek's Social Problems course very helpful. Career Counseling and Anatomy with cadavers was excellent.
It is difficult to get the same story twice from the counselors you see. For example, one counselor says one course transfers and the other says it does not.
I felt the counselors were not current on things needed for BSN from Northern Illinois or willing to help.
Receiving a degree made it a lot easier.
In my opinion, Harper had an exceptional business faculty which helped me in transferring. The only problem I had was in my Economics background from Harper. The Science department was also exceptional.
I wanted to go to a university out of state.
I took a lot of Math at Harper and this helped me in Physics and Math courses at A.S.U.
I had all the required courses to fulfill the first two years of an Engineering program.
Harper after several demands still did not send my Associate Art degree to my present college causing me endless frustrations. There is no one to my knowledge that has ever been half-way satisfied with your registrar's office.
I believe that the Science courses that I took helped with my acceptance to Loyola.
The classes I took with Dr. F. Smith were immensely helpful in choosing my major.

Transfer comments (continued)

I realize now that I should have taken Algebra. It would have made the Finite Math course I am now taking much easier.
I was told that with the degree that everything would transfer as a package. All of my credits transferred, but Data Processing 101 would not transfer. The class I had to retake was too similar to be different. Also Accounting 101 and 102 only transferred into one class here so I had to retake a class very similar to Accounting 102.
Because most of the Journalism classes at Harper do not transfer, I now must plan to attend an extra semester at the college I now attend.
My credits never got through by mail, so I was classified as a Sophomore for quite a while. Administration at A.S.U. is very lacking.
Yes transferring with a degree helped me keep on course with my studies. I was able to get into classes that I might not have been able to get in.
For a smooth transfer from Harper in the area of Computer Science, I would recommend an Associate Degree in General courses.
Data Processing and Business Law did not transfer, only as electives.
Upset that English 102 did not transfer to cover Eastern's General Education English and Types of Literature.
The ability to transfer my whole degree in one unit to the university.
Pass -- too much work.
Harper is a more personal school. You were a person. Here at A.S.U. you are a number in the masses.
Good stepping stone from high school to major college work.
The relative small sizes of my classes were quite beneficial in enabling me to comprehend materials.
University of Illinois Circle Campus did not accept my Associate Degree as fulfilling General Education requirements. Harper counselor never informed me of Physics requirements.
Very easy to transfer with help from the counseling department and staff.
Letting Governors State University show slides and counsel me on transfer.
The counselors were helpful in deciding on what courses to take. The course content is much heavier here at Northern Illinois. I was not expecting so much.
There were none.
Counselors made me aware of the compact agreement with N.S.U. making my transfer extremely simple.
All courses taken were beneficial.

Summary of Comments

	1979		1981	
	N	PCT	N	PCT
Mixed Comments	6	7.6	21	13.6
Positive Comments	42	53.2	85	54.8
Negative Comments	31	39.2	49	31.6
Total	79	100.0	155	100.0

Performance of Harper Students at Other Institutions

Institutions	1974 N	1974 Harper GPA	1974 New Inst. GPA	1974 Change in Performance	1975 N	1975 Harper GPA	1975 New Inst. GPA	1975 Change in Performance	1977 N	1977 Harper GPA	1977 New Inst. GPA	1977 Change in Performance
Northeastern Illinois	24	2.84	3.43	+.59	12	3.38	3.62	+.24	13	2.81	3.24	+.43
Southern Illinois	14	2.79	3.01	+.22	18	2.94	3.09	+.15	19	2.89	2.96	+.08
Illinois State	25	2.81	3.09	+.28	18	3.02	2.87	-.15	15	2.84	3.01	+.17
Univ. of Ill. - Circle	22	2.91	3.04	+.13	19	2.72	2.91	+.19	16	2.93	3.14	+.21
Western Illinois	20	2.58	2.88	+.30	17	2.80	2.71	-.09	5	2.86	3.24	+.38
Eastern Illinois	-	-	-	-	14	3.00	3.10	+.10	2	3.30	3.40	+.10
Northern Illinois	60	2.84	2.95	+.11	71	2.67	2.81	+.14	72	2.83	2.83	0
Univ. of Ill. - Champaign	36	3.11	2.95	-.16	35	3.22	2.95	-.27	15	3.23	2.92	-.31
All New Institutions	346	2.81	2.98	+.17	268	2.88	2.96	+.08	218	2.92	2.98	+.06

New Institution	1979 N	1979 Harper GPA	1979 New Inst. GPA	1979 Change in Performance	1981 N	1981 Harper GPA	1981 New Inst. GPA	1981 Change in Performance	Average of Past Five Studies N	Average of Past Five Studies Harper GPA	Average of Past Five Studies New Inst. GPA	Average of Past Five Studies Change in Performance
Northeastern Illinois	8	2.73	2.75	+.02	15	2.89	3.13	+.24	72	2.92	3.29	+.37
Southern Illinois	13	3.11	3.26	+.15	9	2.98	3.09	+.11	73	2.93	3.07	+.14
Illinois State	22	2.86	3.02	+.16	30	2.86	2.97	+.11	110	2.87	3.00	+.13
Univ. of Ill. - Circle	12	2.97	2.98	+.01	20	3.09	3.11	+.02	89	2.92	3.04	+.12
Western Illinois	6	2.87	2.93	+.06	8	2.80	2.62	-.18	56	2.73	2.83	+.10
Eastern Illinois	11	2.85	2.65	-.20	10	2.62	2.96	+.34	37	2.87	2.94	+.07
Northern Illinois	46	3.07	3.00	-.07	104	2.89	2.91	+.02	353	2.85	2.89	+.04
Univ. of Ill. - Champaign	18	3.41	2.87	-.54	33	3.23	3.00	-.23	137	3.22	2.95	-.27
All New Institutions	238	3.03	3.03	0	383	2.93	3.00	+.07	1453	2.91	2.99	+.08

EVALUATION SECTION

Areas of Harper as Rated by Students

1 = excellent 3 = average
2 = very good 4 = of little value

	1971	1972	1973	1974	1975	1977	1979	1981
Hearing Impaired Service	--	--	--	--	--	--	--	1.69
Disabled Student Services	--	--	--	--	--	--	--	1.72
Tutoring and Study Skills Improvement	--	--	--	--	--	--	2.19	1.86
Teaching Faculty	2.01	1.98	2.04	1.99	2.09	2.02	2.06	1.93
Human Potential Courses	--	--	--	--	--	--	--	1.98
Course Selection	2.48	2.39	2.42	2.55	2.35	2.17	2.12	1.99
Women's Program	--	--	--	--	--	--	--	2.00
Learning Resource Center	2.23	2.16	2.08	1.93	2.06	2.03	2.20	2.05
Remedial/Developmental Courses	--	--	--	--	--	--	--	2.06
Veterans	--	--	--	--	2.25	1.95	2.41	2.06
Health Service	2.89	2.88	2.43	2.52	2.45	2.19	2.28	2.11
Admissions Program	2.35	2.39	2.43	2.35	2.30	2.19	2.24	2.18
Illinois Job Service	--	--	--	--	--	--	--	2.23
Records and Registration	2.43	2.50	2.37	2.38	2.56	2.25	2.35	2.24
Financial Aids	2.62	2.61	2.37	2.52	2.61	2.56	2.69	2.26
Learning Atmosphere	2.57	2.29	2.27	2.30	2.38	2.33	2.99	2.26
Athletics	3.10	2.92	2.77	2.98	3.04	2.98	2.89	2.42
Other Students	2.61	2.52	2.51	2.53	2.64	2.55	2.57	2.44
Student Activities	2.69	2.69	2.74	2.53	2.81	2.59	2.96	2.45
Food Service	2.89	2.88	2.53	2.53	2.66	2.46	2.66	2.67
Counseling	2.99	2.88	2.69	2.95	2.86	2.62	2.81	2.78
Intramurals	3.02	2.07	2.77	3.34	3.37	3.05	3.27	2.80
Placement	2.89	2.75	3.00	2.64	2.78	2.57	2.69	--

Evaluation of Harper Compared with Ratings of Other Colleges Attended

1 = Excellent
2 = Very Good
3 = Average
4 = Of Little Value
5 = Poor

Areas in which Harper rated Best

	1975 Alumni		1977 Alumni		1979 Alumni		1981 Alumni	
	Other College Rating	Difference Other College Minus Harper Rating	Other College Rating	Difference Other College Minus Harper Rating	Other College Rating	Difference Other College Minus Harper Rating	Other College Rating	Difference Other College Minus Harper Rating
Hearing Impaired Services	--	--	--	--	--	--	2.77	+1.08
Disabled Student Services	--	--	--	--	--	--	2.64	+ .92
Women's Program	--	--	--	--	--	--	2.78	+ .78
Remedial Developmental courses	--	--	--	--	--	--	2.76	+ .71
Tutoring or Study Skill Improvement	--	--	--	--	2.52	+ .33	2.52	+ .67
Veterans Office	2.31	+ .06	2.50	+.55	2.75	+ .34	2.53	+ .47
Records and Registration	2.60	- .04	2.69	+.44	2.46	+ .11	2.68	+ .44
Human Potential Courses	--	--	--	--	--	--	2.33	+ .35
Financial Aid	2.63	+ .02	2.48	-.08	2.46	- .23	2.53	+ .27
Illinois Job Service	--	--	--	--	--	--	2.46	+ .23
Food Service	2.92	+ .26	2.70	+.24	2.65	- .01	2.89	+ .22
Teaching Faculty	2.12	+ .03	2.09	-.07	2.07	+ .01	2.11	+ .18
Admissions Program	2.41	+ .11	2.29	+.10	2.21	- .03	2.33	+ .16
Areas in which Harper and other colleges rated about Equal								
Health Service	2.21	- .24	2.45	+.26	2.12	- .16	2.09	- .02
Areas in which other college rated Best								
Course Selection	1.85	- .50	1.88	-.29	1.88	- .24	1.88	- .12
Learning Atmosphere	2.12	+ .03	2.03	-.30	2.02	- .97	2.09	- .16
Counseling	2.61	- .25	2.75	+.13	2.48	- .33	2.58	- .20
Learning Resources Center	1.47	- .57	1.85	-.18	1.90	- .30	1.84	- .21
Intercollegiate Ath.	2.20	- .84	2.35	-.63	2.06	- .83	2.13	- .29
Other Students	2.18	- .46	2.13	-.42	2.03	- .54	2.09	- .35
Student Activities	2.20	- .61	1.89	-.70	1.98	- .98	1.99	- .46
Intramurals	1.87	-1.50	2.10	-.95	1.88	-1.39	2.02	- .78

Courses by rank order of their net benefit to the Alumni -- Courses nominated ten or more times are included.

	1977 ALUMNI			1979 ALUMNI			1981 ALUMNI		
	a Times Nominated As Most Beneficial Course	b Times Nominated As Least Beneficial Course	a/b	a Times Nominated As Most Beneficial Course	b Times Nominated As Least Beneficial Course	a/b	a Times Nominated As Most Beneficial Course	b Times Nominated As Least Beneficial Course	a/b
Speech	57	14	4.07	69	5	13.80	141	19	7.42
General Business	88	8	11.00	73	4	18.25	126	18	7.00
English	82	34	2.41	88	37	2.38	190	35	5.43
Economics				54	16	3.38	101	20	5.05
Psychology	88	25	3.52	87	22	3.95	181	39	4.64
Mathematics	95	37	2.57	104	25	4.16	156	42	3.71
Physical Education	8	12	.67	7	10	.70	40	11	3.64
Career Planning and Development	7	4	1.75	9	6	1.50	24	8	3.00
Political Science	14	11	1.27	21	6	3.50	30	10	3.00
Child Development	11	8	1.38	14	4	3.50	29	11	2.64
Education	5	4	1.25	7	5	1.40	20	8	2.50
Biology	46	36	1.28	46	32	1.44	94	39	2.41
Data Processing	22	22	1.00	27	15	1.80	70	31	2.26
Sociology and Anthropology	48	39	1.23	43	37	1.16	97	43	2.26
Human Potential Seminar	14	10	1.40	9	2	4.50	18	8	2.25
Art	21	14	1.50	22	20	1.10	41	19	2.16
Mechanical Engineering	13	3	4.33	13	4	3.25	21	11	1.91
Literature				26	16	1.63	63	37	1.70
Humanities				15	37	.41	67	43	1.56
History	29	33	.88	17	24	.71	47	37	1.27
Physical Science	26	22	1.18	24	13	1.85	36	29	1.24
Secretarial Science	10	5	2.00	7	3	2.33	7	7	1.00
Foreign Languages				14	19	.74	43	43	1.00
Philosophy				24	33	.73	63	70	.90
Architecture	1	6	.17	1	2	.50	4	9	.44
TOTAL	737	387	1.90	821	397	2.07	1712	647	2.65

Courses by rank order of their net benefit to the Alumni -- Courses nominated ten or more times are included.

Year	Times Nominated as Most Beneficial Course	Times Nominated as Least Beneficial Course	a/b
1970	600	293	1.85
1971	1,208	582	2.08
1972	1,430	677	2.11
1973	1,085	420	2.58
1974	1,061	449	2.36
1976	940	447	2.10

Additional courses which would have benefited students if they had been included in his/her curriculum

Communications and Literature and Humanities - 18

1 Honors English
1 Speech
1 More courses in advertising and graphic arts
1 More art courses
1 Photography Management
1 More speech communication courses
1 More philosophy and literature courses
1 More media courses
1 Journalism
1 Foreign Language
1 More philosophy/theology/literature courses
1 Art and basic design courses
1 T.V. radio production, broadcasting and communication courses
1 Graphic arts
1 Spanish
1 Music history and piano duet
1 Instrumental methods
1 Higher level foreign language

Business - 16

1 More detailed law courses
1 Personnel management
2 More economics and general business courses
1 Managerial accounting
1 Economics and data processing
1 Business law II
1 Marketing
1 Data processing and accounting
1 Economics
1 More computer programming requirements
1 Data processing
1 Acturial science
1 More transfer finance courses
1 More pre-law courses
1 Quantitative business methods

Additional courses which would have benefited students if they had been included in his/her curriculum (continued)

Social Sciences - 10

3 More education courses
1 More political science courses
1 More detailed courses in education
1 Psychology of measurement
1 Human Psychology
1 Archeology separate from Anthropology
1 Foundations course for education including philosophy, social and history
1 Public relations courses

Math and Quantitative Skills - 8

3 More math courses
2 Computer science courses
1 Geometry
1 Higher level math courses
1 Intro to Finite Calculus

Sciences - 7

1 Some science courses
1 Physics and analytical chemistry
1 Man and his environment
1 Better intro course to engineering
1 Surveying for engineers
1 Electrical engineering course
1 Advanced transfer biology course

Vocational - 6

4 Automotive repair/small engine repair
1 More electronics courses
1 Internship programs

Self Development - 4

1 Career planning
1 Survival skills, speed reading, note taking and underlining
1 Speech and self-improvement for developing human potential and self confidence
1 Developmental reading and typing

Physical Education - 1

1 Physical Education

Health Related Field - 1

1 Human genetics and X-ray courses

Agriculture Related - 1

1 Agriculture classes such as crop production, intro to soils, etc.

Summary of types of courses which would have benefited former students had they taken them at Harper

Type of Course	ALUMNI CLASS					
	1981	1979	1977	1974	1973	1972
Communications, Literature and Humanities	18	13	8	17	29	28
Business	16	26	8	9	30	22
Social Science and Education	10	6	4	27	46	27
Math and Quantitative Skills	8	12	8	9	4	13
Sciences	7	9	1	7	13	19
Vocational	6	12	4	0	5	2
Self Development	4	3	8	5	1	0
Physical Education	1	1	1	2	1	2
Health Related	1	1	4	11	8	4
Agriculture Related	1	0	1	3	2	0
Total	72	83	47	90	139	117

Learning Resources Center Evaluation

	PERCENT					
	1973	1974	1975	1977	1979	1981
I very seldom used the LRC	17.2	17.9	18.7	26.9	30.9	32.0
I found the LRC a good place to study	60.7	53.3	64.8	53.5	45.4	54.3
It was easy to find and check out almost all books needed	42.9	40.8	46.2	36.7	44.1	36.1
The AV material available in media section was very helpful	29.7	32.6	30.8	25.1	17.9	13.6
I had trouble getting much of the material needed	4.0	1.6	4.8	4.2	4.3	3.0
Other good comments	6.3	3.5	3.7	3.7	4.6	4.4
Other bad comments	2.6	3.1	3.7	2.3	7.1	3.3
Neutral comments	--	.9	2.2	1.8	.3	1.0
Total Mail Responses	303	319	273	215	215	394

Ways Students had trouble finding material they needed

Books needed were always missing.
I always got "no", each and every time I asked for the films in the same semester.
Not enough books for a good research paper.
Most of the materials could be used but was on a reserved basis which caused too many additional hours spent at school.
Nice atmosphere and furnishings for study - could use more research materials.
Audio-visual (records) were hard to obtain and personnel was rarely around to help.
I was disappointed with audio-visual materials.
Library is small and had difficulty locating certain materials.
Information not up-to-date, more current periodicals and films are inadequate.
Book selection poor - I found myself going to Arlington.
The library was always out of what I needed, I went to other libraries.
Periodicals were hard to find.
Hard to find book, always needed assistance.
The Audio-Visual center seemed to be very unorganized, materials were hard to get, the student workers were not helpful and rude.
Lots of books seemed to be missing or misplaced.
There was not enough of each book, books that were needed already checked out.
Needed journals/always ripped out of the binder or missing entirely.
Everyone in the class needed similar material.
Vocabulary program was always checked out.

Other comments about LRC -- G = Good B = Bad N = Neutral

G Tutors were very effective
N The amount of books available is not the greatest; however, it can be supplemented by other libraries in the communities Harper serves.
G The counseling I received at the Learning Center was very helpful.
G English teacher in Learning Center especially helpful (he's my brother).
G For its size the library collection is quite diversified.
G The tutoring service was excellent, easy to use and helpful.
B A public library was better equipped for reference material than Harper's. Harper's classification system is difficult to understand and to find books.
G Selection of materials was outstanding, particularly in English-related topics.
B Several times I needed to reserve time in the preview room, only to find out that the video machine was not included which was precisely what I needed the room for. It would have been nice if the machine could be available with the room, (what else is a preview room for) -- this was needed for three Sign Language classes.
N Learning center is the only place where Rock music is not played, and it is hard to study with it going. Should have corner where you can smoke.
G I worked at Library, so it was a good source of income while attended classes.
B The Xerox machines were very undependable. They didn't work at all or with minimum efficiency and not enough of them. They should be more strategically placed all over campus. (Re Building A where the food vending machines were located in the Science building), also near general offices in the Fine Arts building.
G I used the tapes and films quite often.
B The library was lacking in up-to-date material that was needed for Dietetic Technician program. I had to go elsewhere to find my resources.
G I worked in both areas of the Learning Center and felt that they were adequate for the level of education.
B Need more tables for studying.

Other Comments about LRC (continued)

B It would be helpful if the library had more of a study atmosphere than a place to sit between classes.
B Need more access to learning center other than the present two.
Found the center poor place to study during the day, but better after 4 p.m.
G The library was excellent for periodicals.
N There were times it was easy to obtain materials needed and other times quite difficult depending on what was in demand.
G Worked at resource center and made use of it for my studies.
B Too noisy to study at Learning Center
G Excellent facility.
B Library not open Saturday or Sunday
B Could have more periodicals in specialized fields.
B Terrible study area at Learning Center.
B I liked to study in the center, but even the quiet study area was usually noisy.
B The center was limited and out-of-date. I could build a home resource center that would compete with yours, I'll never understand how such an up-to-date school can have such a primitive library system.
G It was easy to check out books and audio visual. I think expansion would be good.
G Excellent tutoring services - helped me a great deal.
B Library too noisy with too many people and not enough material. Should have longer hours especially during finals week. Closing at 9 is a disservice to students.
G The tutors helped with Math and Accounting.
N No complaints.
N I used the resource center occasionally for research material. It does not have everything, but what I did not find there, I found at Palatine library.
G The periodicals were well maintained.
B I know nothing about this center. It was never mentioned to me in any of my courses.
G Saw a tutor on occasion and it was a big help.
G Tutor center was a big help - should be publicized more - I don't feel the College helps enough here.
G A help in resource material.
N The center was basically noisy, a good place to socialize, rather than study. However, there was a great variety of materials and always someone who could provide a great deal of assistance.
G I seldom needed the center, but when I did, it was very helpful.
B Recorded materials not available -- or inadequate.
G I worked there as a tutor in Chemistry -- very helpful experience.
G The help in the center was very helpful and friendly all the time.
B I found the people in this department (library) very cold and unwilling to help the Hearing Impaired students.
G Very pleasant place to study and relax.
B I know it's sensible to limit the exits so people do not steal books or AV materials, but when the wrong doors are used, they make an annoying buzz that really bugged the heck out of me when I tried to do work. Perhaps a system which only alerted the librarian and not the entire LRC would help.
B I'd like to see it open later.
G The tutors were very helpful.
B It is just impossible to study there, more people go there to talk, instead of the cafeteria. It is very annoying where these idiots are talking in the library while there are people trying to study. The library needs people to patrol it to get rid of the noisy people.

Other Comments about LRC (continued)

G A real good LRC.
B The upper level gets noisy at times.
G Study skills and improved reading courses were very good.
G Use of typewriters proved helpful.
G I really gained a lot from the study skills course I took in that department.
G The resource center is run very effectively and efficiently.
B The center was a good place to study if you could find a 'non-talking' section. I found the noise level incredible at times, and none of the staff ever stopped the offending students.
G As a music student (original major) I found the LRC to be a necessity.

Usage of Computers by Transfer Alumni

Main Computer and Batch Programs in Building "A"	1979 N	1979 PCT	1981 N	1981 PCT
Used facilities but no comment on problems encountered	0	0	0	0
Used facilities and had no problem using computer or getting good turnaround time	17	8.3	33	4.9
Used facilities but had problems using computer or getting turnaround time.	21	10.3	44	6.5
Did not use this facility	166	81.4	596	88.6
	204	100.0	673	100.0

Instructional Terminals in "D" Building

Used facilities but had no comments on problems encountered	0	0	3	.5
Used facilities and had no problem with access or with use of terminals	59	27.7	143	21.2
Used facilities but had problem with access or with use of terminals	51	23.9	73	10.8
Did not use this facility	103	48.4	455	67.5
	213	100.0	674	100.0

Instructional Terminals in "I" Building

Used facilities and had no problems with access	88	13.2
Used facilities but had problems getting access on terminals	51	7.6
Used facilities - no comment on problems encountered	1	.2
Did not use facility	527	79.0
	667	100.0

Usefulness of Computers or Terminal Work to Present Situation

	1975	1977		1979		1981	
	PCT	N	PCT	N	PCT	N	PCT
Used computer or terminals but did not indicate if it helped or not	0	0	0	0	0	7	1.0
Use of terminal and computer a help in present situation	26.4	61	28.8	63	34.6	187	27.6
Not relevant to present situation	41.8	64	30.2	53	29.1	125	18.5
Did not use the terminals at Harper	31.8	87	41.0	66	36.3	358	52.9
	100.0	212	100.0	182	100.0	677	100.0

Problems using batch programs on Building "A" Computer

Did not explain.
Only "D" I received at Harper was in Cobol (after A's and B's in all previous DPT classes) and I attribute it to difficulty in running programs. An on-line programming/debugging system would be of great benefit.
As usual, the turnaround times at the end of the semester were on the order of three hours.
Change in program, equipment failures.
Turnaround time was slow, not enough keypunch machines.
I had just taken the (Fortran) course when they were first beginning to use Building I, J.
Sometime around midterm and finals.
Did not specify
Long wait and overcrowding.
Turnaround very slow and break downs.
End of semester turnaround very slow.
Difficulty getting computer time also scheduling because of job.
Very inadequate facilities.
In the last four weeks the computer was more down than up.
Were not enough computers which cause overcrowding and long waits.
Difficulty finding computer to use.
Very crowded/printout copy was poor and the computer malfunctioned.
I had a summer school class and turnaround time was terrible.
It was always crowded when I attempted to use them.
Class Math projects tend to cause all the students to want to use the computers because of the same deadline.
Occasionally turnaround time would be several hours due to huge Cobal programs.
Biggest problems - turnaround, number and condition of keypunch machines, configurations of Reader and Printer, slow comm line, CRT terminals could not be used for 370 Data entry.
Computer down time was extensive during the Summer '81 term.

Problems using computer terminals in Building "D"

Too many students - not enough terminals.
Sometimes you lost contact with the computer.
System down too often.
The machines were down at a critical time and some important data was lost for a statistical MTH-165 course.

Problems using computer terminals in Building "D" (continued)

Did not specify
Long wait and not enough terminals.
Student aides who were supposed to help guide students were not helpful or competent.
Aides were not helpful - terminals crowded. Received no help only smart comments to people which is why I did not take more DPR classes.
The person on duty could not get the terminals to work properly.
Very long wait to use the printer.
Overcrowding and teachers assuming students knew what they were doing.
At times the terminals would go out and at other times it was hard to get one. Too many people needed to use them.
Computer and printer breakdowns caused most of the slowdowns. Three and four day turnaround and always overcrowded.
The disc crashes and you loose your program.
I took course in the Spring of '81. There was always a long wait and the "helpers" while able to help solve my problem could not explain very well why I was having the problem in a way I could understand.
There were many problems before new computers were installed.
The H-printer was difficult to operate and sometimes unavailable.
I found the students to be very rude.
I had to wait an hour to use terminal otherwise the helpers were great.
Had a lot of trouble with tapes that did not work properly.
Access time difficult/computers always out of order.
Apple terminals kept being down.
A lot of people waiting and some students had trouble and there were not enough people to help.
Too crowded, therefore took hours to finish programs.
There was a long waiting for terminal time and found the tutors were not helpful there.
Working full time I was not able to get much usage of the terminal.
Not enough computers/there should be more or classes should be scheduled accordingly.
When terminals were used for DPR Classes before Building I there were long waiting lines and the student terminal aides were ineffective in controlling the situation.
I forgot my password.
Only when space was unavailable were there problems.
Getting access time at computer.
In Math classes, many students were given only a certain time to do a program and there would be too many during the hours of 8 to 4 o'clock when most classes were held.
The computers were down too much and not enough of them.
Computer breakdown and over crowding for computer use.
Apple computers always down and not enough printers.
My first semester (fall '79) I took DPR 101 and was very discouraged during the last two weeks in the term. I waited five different times and had to wait fifteen hours trying to get a "Basic" program done. I never finished and the assignment so I got the D I deserved. The computer system broke down and I waited too long to complete my assignment.
Running finite programs took a long time for the computer to process the information.
Had to wait when room was crowded with students waiting to use computers.
I did not like the student aides. They played games on computers and did not help with problems and also tied up the computers.
It seems that many Data Processing classes have material due on the same day causing lines for computer time.

Problems using terminals in Building "I"

Overcrowded at times.
Too many terminals broke down and printers were not fixed right away.
Not enough access time - not enough student instructors - also many computers were out of order.
The place is a zoo almost all the time.
Did not specify
Too slow, too many students, not enough terminals, many breakdowns.
Before switching to apple computer, many of the terminals were unfunctional.
Our class used key punch cards and at times the machines were broken.
Broken printer, long waiting time for terminal use, and lack of help with doing programs.
When using tape memory, problems were numerous; the disc was much better. The printers were always down.
Harper needs more terminals and time on them. Storing program on cassettes takes too long and is tedious. Also need more printers.
Tapes were used instead of discs which caused many problems.
Overcrowding and teachers assuming students knew what they were doing.
The computer in Building "I" was being installed when the semester was just about over.
The teacher did not explain where to obtain apple tapes which half the time did not work.
No problem with terminals just had trouble typing a program.
Had problems before tape drives were added.
Difficulty using older computers and getting time in.
Need better teacher.
Had trouble getting a terminal/people working there were helpful for program problems.
Rushed all the time.
The computer keys would not always work.
They were down an awful lot.
Apple terminals were always down.
Computers out/ overcrowding/ lab help poor/ instruction inconsistent.
It was a strange set up with the cassette recrods, T.V., and keyboard.
At the second half of the semester.
Trouble with tapes.

How using the computer at Harper has helped in present situation

Did not explain.
Learned basics
General knowledge/helpful in present job situation.
Experience.
It gave me a new interest to pursue.
In inventory control in my business.
Necessary mathematical equation required in engineering.
Motorola offers access to time sharing systems which is used extensively.
Career choice.
When I took Fortran at the University of Illinois.
I work in "D" Building.
Added basic language to others I use.
Maintain my professional skills with real time conditions.

How using the computer at Harper has helped in present situation (continued)

When I learned BASIC, now use computer at work.
SPS and graphics helpful.
Basic knowledge to continue in computer field.
For future use.
A little, don't use much in present job.
Not at work, but in a second job that I have.
Helped me become more aware of computer programming.
Better understanding of capabilities of equipment, programming, realistic expectations.
Gives experience in operation.
I now know how to use computers the correct way.
I would like more experience/may take a basic computer course.
Present assignment includes computerization of police records and related projects.
Gave me an understanding of what computers are about.
Did not specify.
Learn and understand the use of computers
For future use.
Use in job.
Gave me the fundamentals.
Good experience.
Used computers to further my education.
Learned the basic skills
Understand the use of computers in business and run programs for classes.
Helped me in other computer classes.
Use in the Data Processing course now.
Made me interested in computer and take more classes.
Present course requires use of computer.
My minor is Computer Science.
Knowledge of the computer has helped me very much.
Understand JCL Computer logic and how machine functions.
Helped me a little.
Getting new instruments with computer.
I used it in my Finance class.
In general, it made me think more logically.
I am a Computer Science major.
It has helped me prepare for classes I have had to take at Illinois State.
It has allowed me to expand my computer knowledge on my own.
I felt I needed computer knowledge for future/but I haven't made use of it as yet.
I work part-time on a graphics systems.
Familiarize myself with Logan and Logoff and keyboard and how to communicate with a computer.
Learning Fortran and Basic has helped in solving problems and in learning how computers generally operate.
Use of computer is essential so that one can see how the world is going to be run.
I received credit in Fortran course.
I learned key punch and basic computer logic.
I learned how useful computers are.
I am continuing on Colbal and it has helped me understand better and I am more informed.
Made my job training quicker at Holy Family Hospital.
Helped in difficult aspects of my job.
I has saved me time in problem solving.
I plan to sell computers this summer.
Learned how accounting can be done with a computer.
I use it in school and at work.

How using the computer at Harper has helped in present situation (continued)

I used it in a Statistical course.
Understanding programming requirements.
I can program in multiple languages.
No, it has not helped me.
My future management classes require work on the computer.
Introduced computers and am presently getting an "A" in Computer Science.
I have many courses now which require use of computers.
My other computer courses are easier now.
General knowledge of systems capabilities and what is involved.
Good to use in my future courses.
In the Fortran course, I am presently enrolled in.
Gave me the basics for my next computer class at Bradley University.
To better understand the input logic of statements.
To learn basics for future studies.
The Computer Science department at Northern Illinois is so crowded I would not have been able to get a class.
I held a job as a computer operator.
Prepared me for some advanced course work.
I had to take more computer courses.
Understanding computer and terminal language.
Helps me organize my thinking/I could use terminal if necessary.
I used terminal in Building D for Data Processing.
I gained a working knowledge of Fortran and computers in general.
I expect it to help me quite a bit in the future at school and in the job.
I had used terminals at Northern Illinois/My use of terminals made it easier.
In my Programming Logic class.
I am being trained on the computer at work. Having some knowledge has made it easier to learn.
The basics I learned at Harper helped in my Cobol class.
I use the computer occasionally.
It got me interested in computers which I now occasionally use.
Basic understanding of computers, their functions and how they operate.
It is a help in certain classes.
I learned the basics to go on to more advanced techniques.
I work on a computer now.
Class experience.
Became comfortable using and analyzing data and have at least an idea of computer hardware.
I am a Computer Science and Math major. The one class I had was a good basic class.
It will help me when I take the next course in computers.
I became familiar with the operation of a computer.
Good experience/some computer knowledge can be helpful.
Used computer to complete my Business studies.
Music ear training exercise on computer helped me immensely.
I learned some basic material that helps me understand the order process.
Helped me at college after I attended Harper.

Why using computer at Harper has not helped in present situation

Did not explain
Do not use now
Has not helped yet in my present situation/hopefully it will in the future.

Why using computer at Harper has not helped in present situation (continued)

Not pertinent to current courses or job/enjoyed at the time, however.
Not enough experience.
Not yet.
There are not any computers where I work.
Not related to major.
I haven't needed the knowledge yet.
I used them for a Math course that wasn't and isn't of any use to me and was poorly taught.
Have not used it much.
Too basic of a course.
Was not interesting.
I have not needed the experience as yet.
Harper's courses do not relate to Northern Illinois.
I was not admitted to the Computer Science major at Northern Illinois because all 260 classes were full at the time of registration.
I have had minimal useage.
I have had prior experience.
Too simple a course; not detailed enough.
I learned more using terminal when working as a student aide.
Need more detailed courses in computer.
The course in which I used the computer, I dropped.
Would not accept computer class at future college.
I do not care for computers and only used them to complete necessary assignments requiring a computer.
Did not specify.
Have not needed to use computer since Harper.
Have not used computer in present job.
I have not had enough experience.
Have no use for it now.
I did not feel it helped me at all.
Do not use at work or at school.
Do not come in contact with computer in my present situation
Should be useful in the future.
Had prior experience and did not feel computers were very helpful.
I didn't learn much in Data Processing.
I did enjoy the course and may continue. Do not use computer now.
It was a course requirement.
Used in a statistical class.
Only used for special project in Math class.
My present school does not accept computer courses taken at Harper.
Primary level of Data Processing was not good enough to put to use.
I received very poor training in Data Processing. It was a night course taught by a part-time teacher.
Different language and poorly taught.
Teacher too vague on subject.
Haven't used outside of school.
Wasn't applicable to Psychology course.
Was a Math course requirements.
I have had no use for the computer knowledge so far.
I have not had opportunity to apply knowledge yet.
I have no access to computers.
I did not get enough useage out of them through the courses I have taken.
What we did was very basic, and did not help me in the more advanced courses.
I only used the computers for one of my classes, as of yet, it hasn't proven very beneficial.

Why using Computer at Harper has not helped in present situation (continued)

My present employer is not using computers since it is still a small company but there is talk about it for the future which is a good potential for me.
I haven't used in present studies.
Too basic to be useful.
I am no longer in need of computers since I have changed majors.
I only needed it to do matrix problems for Finite Math, but it will be in the future be useful for Statistical Class next semester.
I will not need to use a computer for the field I plan to enter.
Haven't used skills in computer.

Change in Education or Vocational Goals

	Change Index	1974	1975	1977	1979	1981
More than one major change	3	8.7	7.5	9.9	6.2	9.7
One major change	2	19.9	21.5	21.7	23.2	22.0
Made only minor change(s)	1	15.8	11.0	19.3	19.0	12.6
Not sure if change made	0	9.8	8.0	5.7	8.5	5.0
Never	0	45.8	52.0	43.4	43.1	50.7
		100.0	100.0	100.0	100.0	100.0
Index of change		.82	.77	.92	.84	.86
Number of responses		297	400	212	211	676

Services used in making changes	1975	1977	1979	1981
Made decision on own without outside aid	70.6	41.7	14.2	36.7
Talk with friends or relatives	.6	3.7	2.9	30.4
Counseling	35.0	39.8	52.0	29.7
Talk with faculty	5.6	7.4	14.7	22.7
Specific courses helped	3.1	3.7	11.8	20.0
Four-year college literature and catalogs	--	--	1.5	16.0
Career Library	6.3	19.4	44.1	8.3
Magazine articles and job opportunity ads	--	.9	64.7	6.0
Placement office or job service	3.8	5.6	38.2	1.3
Employment situation	0	0	0	1.0
High school Counselors	0	0	0	.3
Counseling from four-year colleges	--	--	1.0	.3
Requirements of major fields	--	--	1.0	
Job availability in market	--	--	1.0	
Courses available on schedule	--	--	1.0	
Financial Aid Office	.6	--	--	
Testing	.6	--	--	
Total students who made changes	160	108	102	300

Evaluation of Academic Advising at Harper

	1974	1975	1977	1979	1981
Student saw counselor only at registration as required	46.4	35.3	49.1	50.2	42.0
Student saw counselor at times other than registration	53.6	64.7	50.9	49.8	58.0
	100.0	100.0	100.0	100.0	100.0
Number of respondents	237	340	175	267	676

Evaluation of Academic Advising System by Transfer Alumni who saw Counselors at times other than when required at registration

	1974	1975	1977	1979	1981
Needed academic advise, but did not ask for it.	3.0	3.8	1.7	3.4	1.3
Readily received help from a counselor	39.7	42.4	37.7	40.0	31.1
Had trouble getting counseling help needed	11.0	18.5	11.4	6.4	7.4
Advising received from a counselor was not very helpful	19.0	19.1	21.1	16.9	13.5
Advising received from a counselor was very helpful	20.3	27.9	30.3	17.6	18.6
Received helpful advice from a faculty member	17.3	22.4	28.6	18.0	13.9
Advice received from a faculty member was not helpful	1.7	1.5	.6	1.5	.6
Number of Respondents	237	340	175	267	392

Examples of how students had trouble getting counseling help needed

Very poor counseling. Gave no guidelines as to what to take and said take whatever you want.
Counselors were hard to reach. I felt rushed most of the time and many did not know enough about state schools.
Counselors should inform you when transferring of all the things you don't know and should explain the benefits of having a degree.
Most of the counseling at Harper was helpful except for one time when I was misinformed.
I wish the counselor had explained better the choice of classes and transfer of credits in my particular course.
Counselor was never available to me.
No one could advise me in the field I had chosen.
I didn't feel another person would understand my problems.

Examples of how students had trouble getting counseling help needed (continued)

I was never told what courses I needed for graduating and this impaired my degree plans.
I believe more information should be provided for an individual that desires to know things about the various universities.
For a long time I wanted to go to Northern Illinois but I couldn't get an appointment for two years -- no exaggeration.
I had a hard time transferring to Northern Illinois.
The counselors I saw were very confused on what courses were needed or important for transfer.
I found no help when trying to decide between Northern Illinois or Illinois State University.
One counselor for Northeastern was never available and many counselors were never in their offices.
The counselor never seemed to have time and would give me a straight yes or no answer. We never talked about the courses, he only told me what to take.
I was not fully informed about what I would need for Bachelor of Science degree.
There was no personal interest expressed in my plans.
Shuffled around to different counselors until I found one that knew about my particular courses.
It did not seem like the counselors were willing to see me -- not enough time or always too busy.
I felt my present counselor was not aware of the type of counseling I required.
Counselor did not help as to how to find courses needed.
Did not specify.
Not very helpful.
Seemed to rush students without giving much advise.
Not knowledgeable about classes needed to transfer to Northern Illinois or any other college.
Hard to get to see counselor as they were overly busy all the time.
Had limited free time and always had to wait -- hard to fit in with classes.
Counselor did not know what to advise for Physical Therapy program.
He seemed apathetic.
It took ten years to finally find a counselor that knew what he was talking about.
Were not as helpful as they should have been.
Incorrect information as to what courses would transfer to University of Illinois.
My encounters with counselors were of little benefit and often given wrong advice.
Counselors availability to evening students is not good.
Not many counselors know about Actuarial Science.
Counselor had "did't care" attitude and not very helpful.
They didn't have any answers I needed.
Too busy most of the time; gave me information I could get on my own.
The counselors act as though you are bothering them with your questions, not helpful at all.
I took a course which I did not need.
Being employed full time, had difficulty contacting a counselor by phone by day - evenings at registration was too crowded.
They never knew the answers at the top of their head, alwayrs referred to a book.
I need counseling help now, because I have enough credits to graduate but don't know who to talk to.

Examples of how advising received was not helpful

Didn't specify.
Counselor was not qualified or knowledgeable.
Counselor often did not know specific information regarding transfer of credits.
Counselor was not a very encouraging person.
Counselor had no knowledge of Anthropology courses at university I wished to attend.
Transfer information was incorrect on what did and did not transfer.
Not specific enough - did not point me in right direction.
Counselors seemed impersonal and did not convince me that they really cared.
Sometimes they do not direct you to the exact courses necessary for a degree.
The counselor talked in circles and didn't help any.
Every time I went to a counselor, I received different answers. They weren't sure themselves.
I was not informed by counselor for University of Illinois as to what credits I needed.
Counselor not interested.
Counselor did not stress the importance of grades.
Counselor not informative in Building J. They concentrate on their particular college and not the one of your choice.
The counselor from Illinois State was not at all helpful to me. He begrudgingly wrote a letter for me when it was required for a scholarship to Illinois State.
I feel the counselors may have misguided me in my course selections.
I got misinformation.
Counselors at Harper don't help much in specifying course, etc., even when they know the school to where you want to transfer your major.
Not informed about requirements of other colleges.
Misinformation on certain courses that weren't credited at Northern Illinois.
Wrong information on what is transferrable to other college.
I seemed to find that the counselors with whom I spoke did not really know what was going on and were not well informed.
I don't think the counselors have a real concern for students at all plus they don't come on as being very intelligent.
I was advised to take a specific class and later found out that it would not transfer.
Did not explain anything or help me out. Did not help me choose the right courses that would transfer.
Counselors seem to be processing students rather than helping them.
Didn't give me any answers; kept referring me to other people.
Counselor not prompt, not personable. Basically ineffective.
Did not provide information I needed.
Counselors should be kept up to date on transfer of credits information.
Counselor wasn't sure of introduction courses I needed to continue after leaving Harper.
Most counselors didn't know enough about major areas of study to guide me through the courses I needed.
Counselors really don't know what is going on.
She only told me what was already in the book of information.
Waited too long to get advise to be helpful.
Counselor told me Educational courses would be accepted at Northern and they were not.
Often the advice I received from counselor differed with advice I received from my four-year college in regards to transfer of credits.
Counselors are not as aware as they should be on the Business courese.
Counselor advised me to take a lot of Data Processing and I did not. If I had it would not have helped my four-year degree.

Examples of how advising received was not helpful (continued)

After explaining my future goals and academic needs to a counselor they did not present a broader or wider perspective other than the one I had presented.
Counselor could have had more up to date information on job market and job trends.
I knew more than the counselor did.
I was discouraged from taking Educational courses.
The counselor for Southern Illinois could not answer any of my questions.
There were many courses I would have taken that I needed at Illinois State. I took classes I didn't need at Harper just to get my sixty hours.
Counselor didn't know enough about majors.
He gave me a few courses I didn't need for my goals - Just a waste of time and money.
When applying for graduation, I was five credit hours short and had to attend summer school.
Counselor was not familiar with schools I needed to know about - advised me of my credits needed but left out two Humanities credit hours.
Advised me incorrectly on a Data Processing class that Southern Illinois would not accept.
Informed me what courses were needed to transfer and graduate.
Didn't explain courses well and I had a little difficulty transferring a class or two.
Suggested classes that are useless at Northern. The average college student doesn't have money to throw away on these and can take them later if they so desire.
When I was undecided about a major I wasn't given any helpful ideas about classes that would transfer. I was also placed in Calculus without taking a Math placement test. I dropped Calculus during the first week because it was too difficult.
They never told me what I wanted to know -- they just confused me.
I should have taken some courses which I didn't and I took some I didn't have to.
Wrong Spanish class for half semester.
Advice from various counselors was conflicting as to transfer of credits.
I knew which classes I wanted but never knew of any classes I should have.
All he did for me was give me Political answers and pass the buck - very unsatisfactory.
Not fully informed or have up to date information other than catalogs.
The advice to students is not good. Counselors needed to advise students on completion of Harper and especially of courses which do and do not transfer.
Misleading information given concerning transferring credits to other colleges.
Uninformed and not helpful or want to bother because I chose Law Enforcement courses.
The advice varied from one counselor to another and I got very upset about the discrepancies.
When registering, I was not helped in courses needed for my major.
They did not tell me much of anything.
Gave me wrong advice in my program which almost jeopardized my graduating last semester.
I felt the academic advising at Harper was poor.
I was advised on wrong courses.
Advice came too late.
He didn't know anything about Engineering programs at other schools.
Research on certain colleges not available.
I didn't get a lot of needed information for transferring to my present university.
Counselor gave wrong information as to what courses to take. Courses were not transferred and I took unnecessary courses. (Father stated that all three of his children were given bad advice from counselors at Harper.)
I was a Chemistry major and was never told I should take Physics or Analytical Chemistry.

Examples of how advising received was not helpful (continued)

Did not give thorough explanation and did not seem interested/bored with his job.
Counselor did not offer much information on Northern Illinois and I had to do all the asking and talking.
I was inquiring to combine my major so I could have a combined degree. I was told I couldn't get an Associate Art degree from Harper.
The counselors do not go out of their way to furnish information needed.

How advising received from counselors was very helpful

Didn't explain.
Janet Friend the FAS counselor is excellent.
It was fair.
Through the testing services and an analysis of the test results by the counselor, I gained insight of my strengths and weaknesses.
She encouraged me to take a test which guided my in my career/course choice.
I saw a counselor that helped me to transfer to the University of Illinois.
Helped set me straight on my future goals and where I was headed.
Mr. Nelson advised me as to the courses I should take to make transferring easier.
Didn't specify.
Helpful in selecting courses that would transfer to other schools.
Informative and knowledgeable.
Helped me with required course for my major studies.
Counselors were good and well informed.
Mr. Phil Troyer is a very good counselor and helped me set goals for a good education and very helpful.
I took Career Planning and Development with a counselor who represented my vocational field which was very helpful.
Counseling was good until it came time to transfer to Northern Illinois then they didn't explain things well.
Helped me determine my scheduling and explained graduate programs after Harper.
I had a behavorial contract with a counselor. He was not helpful at the time.
When I switched to Business course, the counselor knew everything I needed to get into Northern Illinois or University of Illinois.
Helped me transfer. She was there when I needed someone to talk to.
The counseling department is the most informed and willing of any I have dealt with.
Counselor understood Harper's problems of not giving students enough time on the computer terminals.
I was able to work out the course I wasn't sure of.
Bill Nelson was helpful in choosing college to transfer to and what courses they would expect me to have.
They explained the requirements for the college I was planning to attend.
Always helpful advising credits and transfers.
Knew what they were talking about.
Gave me a considerable amount of guidance for my Physical Therapy career.
Showed me possible programs but I changed my career choice but past counseling helped me.
Showed me a clear path to personal development.
I spoke to a male counselor and he was very helpful. Prior to him I spoke to another counselor and she was not helpful at all.
Sometimes I got good advice, but not all the time.
General awareness of the pitfalls of the Associates Art degree; full advantages of AA and compact agreement.

How advising received from counselors was very helpful (continued)

I always found out what I needed and what Northern Illinois required.
In the last two or three semesters, I received much information that allowed me to choose correctly.
I had no trouble getting counseling help. They were helpful in choosing classes.
University of Illinois counselor knowledgeable.
Did not understand how to catagorize courses to see if I had the right ones for the Associate Art degree.
Insured everything transferred.
Information about Law school - recommended courses and what was needed.
Informative and helpful in obtaining Business courses.
They helped me with other schools.
Teachers were always willing to talk. I had some very good teachers.
My advisor was a big help in letting me know which courses transferred.
Harper does offer fantastic counseling services. I got tested for vocations and they were very helpful and friendly.
Audrey Inbody was very helpful and informative.
Gave correct information.
Sometimes the information left me more lost than saved.
She told me what I should and should not take. I appreciated the help.
Very informative and helpful -- Mr. Hylander.
Helped with future curriculum.
Knowledgeable and informative.
Helped clarify decisions.
I was better able to budget my time.
Helped in choosing a general course approach at this time.
Very understanding, really know what they are doing.
In relation to the new Pedagogy course, Janet Friend was most helpful.
Even at registration time, the advising was good and saved me some headaches.
Janet Friend took the time and seemed interested in me as a person.
Excellent, helped me decide on what courses to take.
Counselor helped me very much and gave me all the information I needed about my particular courses.
Occasionally I had a counselor who most of the time didn't seem to have his act together.
The counselor for DePaul was very helpful and had current and accurate information.
Helped me with my Harper requirements.
Dr. Nelson was a great help in choosing courses for University of Illinois.
Counseling was helpful to me as I was not goal oriented and he suggested that I get the required course done before I took the ones I only wanted.
Joann Powell was always very helpful when I talked with her. There should be more counselors like her.
Explained procedures of transferring, etc.
Gave me support and setting up transfer to Western Michigan University.
Informed me of possible college choices.
Helpful on obtaining information on new college.
Counselor helped me work out requirements for graduation.
Helped me decide on minor changes in continuing my education.
Mr. Brokke well informed and had helpful material.
Counselor was familiar with requirements to Northern Illinois and could always answer my questions.
Advised of other opportunities but never made a definite decision.
Mr. Nelson was a good counselor who motivated me and helped me to understand the choices and decisions I had to make.
I received correct information.
I saw counselor once about requirements for graduation and they were very helpful.
The counselor just held an open ear and agreed as I spoke of my vocations.
They were eager to help me in any situation.
Found college for theatre studies -- excellent advice.

How advising received from counselors was very helpful (continued)

The counselor for Northern Illinois helped me decide on going there.
I received excellent advice.
The counselor I saw at Harper knew what they were doing very well and they talked and listened to me and to understand my needs and capabilities. They helped a lot.
Helped me choosing courses.
Suggested colleges and courses and told how to transfer course to Harper so I could get a degree.
They seemed friendly and helpful.
When I needed help, I got it and it was useful.

Examples of how faculty advising was not helpful

Negative attitude from some professors ignorant in social etiquette.
I was misled as to what courses would apply to transfer school. As a result I took unimportant courses and did not take some I needed.
A very inept person gave me classes that I didn't even need for my major.
When I first started I was working and a counselor told me to take only nine hours which is why it took me an extra semester to graduate.

Student Activities by Rank Order of their Net Benefit to the Alumni

	1977			1979			1981		
	a Times Nominated As Most Beneficial Activity	b Times Nominated As Least Beneficial Activity	a/b	a Times Nominated As Most Beneficial Activity	b Times Nominated As Least Beneficial Activity	a/b	a Times Nominated As Most Beneficial Activity	b Times Nominated As Least Beneficial Activity	a/b
Guest Speakers	62	9	6.89	53	12	4.42	168	11	15.27
Films	41	11	3.73	39	10	3.90	179	13	13.77
Concerts	69	9	7.67	45	12	3.75	192	16	12.00
Harbinger	72	10	7.20	25	12	2.08	157	20	7.85
Studio Theater	--	--	--	--	--	--	46	23	2.00
Field Trips	--	--	--	--	--	--	44	29	1.52
Radio Station - WHCM	25	24	1.04	8	19	.42	56	41	1.37
Point of View	--	--	--	--	--	--	26	23	1.13
Clubs	11	28	.39	15	32	.47	26	28	.93
Human Potential Seminars	16	17	.94	6	21	.29	23	28	.82
Varsity Athletics	15	33	.45	66	39	1.69	35	46	.76
Intramural Sports	14	31	.45	11	33	.33	33	46	.72
Band, Orchestra, Choral	--	--	--	--	--	--	21	31	.68
Peer Counseling	--	--	--	--	--	--	17	29	.59
Mini Courses	9	12	.75	15	19	.79	9	26	.35
Student Senate, Program Bd.	--	--	--	--	--	--	13	47	.28
Pom-Pon Squad	--	--	--	--	--	--	2	47	.04
Other	11	0	∞	13	0	∞	--	--	--
Total	345	184	1.88	296	209	1.42	1047	504	2.07

Evaluation of Office of Financial Aid

	1974	1975	1977	1979	1981
Did not require or qualify for financial aid	66.2	67.3	64.6	65.0	67.8
Might have qualified, but I never got around to applying	8.0	10.8	10.6	9.4	5.9
Applied for financial aid - was turned down - was very dissatisfied with the operation of Financial Aid Office.	2.9	2.2	2.0	3.9	1.2
Applied for financial aid, but was turned down - however, was reasonably satisfied with the performance of the Office of Financial Aid.	2.2	3.0	4.6	4.9	3.6
Received financial aid, but was not satisfied with the performance of the Financial Aid Office.	2.2	1.5	.5	1.5	1.8
Received financial aid and was very satisfied with the performance of the Financial Aid Office.	18.5	15.2	17.7	15.3	19.7
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	276	269	198	203	662
The Financial Aid Office at Harper helped me secure financial aid at the institution I am now attending.	2.5	1.5	.5	.5	1.5
Ratio of satisfied to dissatisfied with performance of Office of Financial Aid	4.1	4.9	8.8	3.7	7.7

HARPER EXPERIENCE

Hours worked per week while attending Harper	1974	1975	1977	1979	1981
I did not work	8.4	11.7	9.9	13.3	8.8
1 to 5 hours	0	.7	2.4	1.5	.8
6 to 10 hours	4.0	3.3	4.3	4.3	2.0
11 to 15 hours	10.4	6.6	9.5	7.0	8.0
16 to 20 hours	26.5	19.8	25.1	30.4	27.2
21 to 25 hours	18.8	26.6	16.6	21.7	21.9
26 to 30 hours	11.8	10.9	12.3	7.1	11.3
Over 30 hours	20.1	20.4	19.9	14.7	20.0
	100.0	100.0	100.0	100.0	100.0
Number of Responses	298	274	211	323	679
Mean number of hours	21.10	21.02	20.31	18.99	21.3
Relation of work to major field at Harper					
Identical	19.1	22.4	20.1	19.6	17.6
Related or beneficial	21.1	22.4	19.6	24.7	21.2
Of little benefit	59.8	55.2	60.3	55.7	61.2
	100.0	100.0	100.0	100.0	100.0
Number of Responses	261	246	189	280	609

Hours spent per week in Extra-Curricular Activities

	1974	1975	1977	1979	1981
Did not participate	55.7	73.4	80.1	79.0	79.4
1 to 3 hours per week	33.9	14.2	10.4	11.1	11.9
4 to 7 hours per week	3.8	5.8	5.2	4.6	3.9
8 to 12 hours per week	3.8	2.5	1.4	2.5	3.1
Over 12 hours per week	2.8	4.0	2.9	2.8	1.7
	100.0	100.0	100.0	100.0	100.0
Number of Responses	393	275	211	324	635
Mean number of hours	1.69	1.46	1.06	1.14	1.02

Hours spent per week informally in Student Center

	1974	1975	1977	1979	1981
Less than one hour	33.8	28.1	33.2	33.0	38.2
1 to 6 hours	46.1	48.9	52.6	55.0	50.9
7 to 12 hours	14.1	20.5	11.4	10.5	8.7
12 to 20 hours	3.5	1.8	2.8	.9	1.7
Over 20 hours	2.5	.7	0	.6	.5
	100.0	100.0	100.0	100.0	100.0
Number of Responses	284	278	211	324	636
Mean number of hours	4.31	4.27	3.54	3.39	3.19

Other Comments

Campus was designed for southern climate - parking is too remote from buildings - buildings not totally connected and window exposure doesn't make any sense.

I just wish it was a four-year college.

Student Activities program is well planned for its clientele. I used facilities (Building M, etc.) as desired, but was aware of range of options open to me.

I wish the babysitting services took children under toilet-trained age. I definitely would have gone during the daytime.

The quality of teachers I have experienced at Harper was near excellent. Most are professionals during the day and teach at Harper part time. I felt I benefited much from their true life experiences. Watch "Data Processing" though. I thought it was taught poorly and so did many others. I also had a statistics teacher who had problems communicating in English. Overall my teachers were very good.

I find Harper to be an enjoyable experience.

It is a good stepping stone for those who are considering a transfer to a 4-yr.school.

The general attitude to meeting people is cold. I myself have not felt comfortable being at school, people aren't interested in other people. Public Safety doesn't patrol parking lots well especially in winter -- cars are triple parked and they don't receive tickets. The janitors don't clean the rooms everyday -- more like once a month from what I have seen.

I have had several excellent DPR instructors.

I was extremely disappointed when Harper would not accept my former Medical Lab Tech training as science credits which forced me to take 6-credit hours I did not need. Trying to work full-time and get my degree is hard enough, but to waste six credit hours on something I already had wasted precious classroom time that could have been spent more productively. Being an adult student over 35, I feel 6 credit hours out of my life is a lot.

Wish Harper was a four-year college because of its convenience of location and my experience at Harper was a very positive one.

It prepared me well for college at University of Illinois. I am proud of Harper - more honors classes would have been beneficial in selected areas.

Harper is a great school and is run well and am looking forward to its future growth.

In comparison to Northern, Harper was far better/I learned more and had more knowledgeable professors who were stimulating.

Very good learning facility/needs more writing technique and higher testing standards. Less multiple choice and more essays.

Harper prepared me pretty well for Northern, but counseling service and computer rooms need to be updated.

Was not involved in any social activities because of full-time job.

More social affairs or mixers.

I enjoyed Harper except for the terrible counseling.

The education at Harper was very good but the students aren't friendly.

Satisfied with Harper. Status of Harper and reputation should be improved though it is a good college.

I chose Harper over Elgin college and never regretted the extra traveling or tuition. I never enjoyed learning as much as I did at Harper and an excellent professor who gave me the incentive to continue my education.

As a community college, Harper is great for individuals to experiment into different areas until one of interest is found without too much expense. Also most of the student activities are a waste and impractical because of lack of time.

I enjoyed attending Harper and am proud we have such a community college.

Whoever chooses the teachers should screen them more closely. I had a statistics teacher who could barely speak English let alone teach a class. Also my salesmanship teacher read from overheads every day. A teacher in sales should be energetic and a teacher in statistics a communicator to students.

Harper is a good school for getting the basics in your field. It has some very good instructors and the tuition is reasonable. The facilities are very well developed.

Good college, good teachers, however, the withdrawal policy is too lenient. It is easy to drop courses knowing that you have till the end of a semester.

Attending Harper was a fairly pleasant experience.

The Harbinger is the saddest thing I have ever seen.

The social education at a 4-year college was more beneficial to me than my two years at Harper. Social life at Harper amounted to nothing and it is important to have one.

Credit for P.C. classes are too low. Five credits for 8 weeks. Southern Illinois gives two credits for the same amount of time and tests.

I have good feelings about Harper and will not hesitate to come back for a few more courses - possibly in the recreation and gym classes.

The only complaint I have about Harper is the counseling. The AS or AA degree is not necessary and some counselors push you to take it. I had gotten incorrect information about transfer on a number of occasions. Should suggest students to talk to counselors of the school they plan to attend.

Harper is a good college, but it is too much like high school.

I should have started my education at Northern Illinois instead of Harper as I do not feel I gained much education experience attending Harper.

Keep up the good work and keep your standards high. I want Harper to have a No. 1 reputation.

I wish the Financial Aid Office would be more willing to help hearing impaired students in filling out forms.

More Comments (continued)

No one should be turned down from a class because the class is full. A bigger classroom or another instructor should be hired if necessary.

More evening classes should be offered - especially in areas such as business, small business management, supervision. Too many people are being turned away from closed classes because of late registration. It is too much trouble getting over-rides from teachers that are not interested in your being in their class.

More time should be available for phone registration. Weeks before a new semester and counseling should be available over the telephone.

Too apathetic, (the students).

I feel that Harper is an excellent school over all and I would attend it again from the start.

I would have liked to have seen a degree program in Psychology, absolutely enjoyed the experience - spent 5 years part time and never met anyone from registration through faculty who wasn't friendly and willing to help with questions, advice, or problems. Thanks!

I feel I got a good education at Harper and accomplished other things (like acquiring Commercial Pilot and Flight Instructors license) that I wouldn't have been able to had I moved away from home.

Harper is a fine school and I had an excellent education there. For what I knew of the counseling staff, they were very perceptive and extremely helpful. Unfortunately it is difficult sometimes to see them because there are so few counselors and so many students.

I learned a lot at Harper. I was involved in the school, besides academics which I enjoyed. I feel this helped a lot. I met many people including faculty and staff. Too many people complained that Harper was no good but they didn't utilize what was there as I did. Harper was good totally and I would recommend it to anyone.

With the exception of the radio station which was a constant aggravation, I found the environment excellent, I miss Harper and the genuine interest and helpfulness of an excellent faculty.

Being the only other college I have attended other than the one I am attending now, I found Harper a fine and fun college to attend, I had a good time.

I found scheduling and registration to be very pleasant and thorough, my six times scheduling (2 spring, 2 fall, and 2 summer) I received each class I requested at the time I requested.

I think I had a better learning experience because it was small and I was closer to my teacher. I'm glad I went there, for educational and financial reasons. Keep up the good work! It's a fine institution, I recommend it to friends.

They should try promoting the activities more vigorously. It's something I didn't take part in much, but now as I look back, I wish I did.

The buildings should all be connected, poor design in terms of campus layout. Very good school - wish it were a 4-year college.

Except for problems otherwise noted, I am very pleased with Harper except for the building design and the colors used -- it creates a very cold and impersonal impression, even after 3 years of classes. I would like very much to see Harper become a 4-year school. I have taken IIT extension courses at Harper, but the cost ($145 1 hour) is prohibitive. Other than UICC, there are no schools which are reasonably priced, and UICC presents a nasty transportation problem from the NW suburbs. I'm sure there would be charter, financial, and/or political problems in going to a 4-year curriculum (with engineering courses), but there is certainly a need. If there is anything I, as a student, could do to promote this idea, please contact me -- 381-7266 or 382-3110.

More Comments (continued)

Reminds me of high school.
I believe I said enough.
I loved going to Harper, the faculty is superior and very caring. I also enjoyed the diverseness of the students, their ages and experiences.
Harper College was the best move I ever made, it really prepared me well for major college work.
Too easy compared with University of Illinois.
Harper is an excellent Jr. College. I am now planning to transfer. I feel that the first two years were not a waste, I saved enough money to now go away.
Too bad it's not a four-year college.
I wish Harper would stop raising their tuition. One reason I dropped out is because it was costing me too much.
Harper Jazz band needs a lot of help. Teacher plays well, but does not seem to be a very good teacher.
The only reason I was forced to go to another Community College is because Harper did not have enough students enrolled in the class I needed so it was cancelled. Harper should offer independent courses in order for this problem to be solved.
Well organized, I'm glad I attended, it has made my schooling at Northern much easier.
The Biology Department was very good - I especially liked Anatomy and Physiology.
Harper lacks a good campus atmosphere, everyone is on their own. Not a community atmosphere.
Good all around -- some buildings bad.
Harper filled my needs for a quality general care education that was transferable to a senior institution. Very pleased with my education at Harper.
I am angry with the services I received from the Library, especially during semester finals. They were not at all friendly or helpful.
I was very impressed with Harper and am glad that I spent my first 2 years in college there. Although I wish it were a 4-year school so I could be spending these next two years there -- it would be more convenient.
Good faculty, good services (AV), good class selection and time choice.
I found Harper to be an excellent school which I am glad to have attended. I received an excellent education there. I really felt that the counseling department was poor.
Harper is a semi-easy school, but an educational one also.
I enjoyed Harper thoroughly and have always spoken highly of my experiences there and recommend it to others.
I liked the closeness of student-teachers in classrooms. This closeness really helped with my studying and motivation.
The classrooms were always cold in the winter.
A very pleasant feeling while attending with both classes and teachers. I wish I had better experiences with the counselors.
I loved it -- once I've got my B.A. and have settled in the working world, I plan to continue my lifelong education at whatever community college is closest to me.
I had some very good teachers in the English Department. I think one of the names was Mr. Hobbs, -- very good.
Attending Harper College was generally a beneficial experience for me.
Instruction was top notch. Particularly with Anthropology related courses (Norris, Publ.).
I really felt there was not many student activities planned at Harper.
Good school, excellent faculty.

Other Comments (continued)

Attending Harper was very enjoyable for me. I met a lot of people and this really helped. If I had to make the choice over, I would still go to Harper for two years before transferring.

Should have a sooner deadline for dropping courses. If a course is taken more than once all grades should be averaged together (not dropping lowest grades).

Overall, I'm glad that I went to Harper as I think it is a find junior college. But one thing is for sure, your counselors and the employees (all of them) in the Admissions, Registrar Office, etc., should either retire or get their act together -- NOW!!!!

Very good College in my opinion.

I worked very hard as program director at WHCM and am dismayed that the programming of this year's radio station is hog tied by Don Stansbury, et al. What my staff and I accomplished was negated by suburban narrow minded views.

I think that Harper College is an excellent school with an excellent staff of teachers. The quality of the teachers at Eastern is a far cry from Harpers. I only wish that Harper was a four-year school.

I feel I received a good general education at Harper. I would have enjoyed it more had there been more student activities, which I personnaly could benefit from.

I'm glad I went there. I got a great deal of self-fulfillment from it -- I am a more self-confident person because of it. It was a goal I didn't know if I could achieve. But I did -- Thanks.

More emphasis on extra curricular activities is needed to encourage student involvement.

I thought Harper prepared me fairly well for the transformation to a four-year university.

I took Harper for granted, I wish NIU was one-half as organized as Harper.

I found Harper College very enjoyable and by attending this institution, I felt like I was accomplishing something and going somewhere. I completed a lot of required courses for Pre-Med there also.

Give the buildings names of distinguished alumni instead of "A", "B", "C", etc. My name is Daniel J. Tracek and I prefer building "J".

I enjoyed Harper and writing for the Harbinger even if the advisor wasn't fair at all. She played favorites. I'll recommend Harper to anyone who wanted to go to college, but wasn't ready for a 4-year university yet.

Overall, the College opened many avenues for me. The teaching staff was excellent. After receiving my BS from UICC, I plan to take courses from time to time at Harper for personal benefit.

I had problems when I moved out of district with the payback supervisor. I felt that my charge back from ECC was not handled professionally.

Harper is very good. It's essential the first two years that you understand everything in Engineering curriculum since it is used time and time again.

Provide honors program. Add to counseling area a career search terminal which are used by high schools even if it means charging a fee for paper or time.

As a homemaker and mother of six, I did not have time to take advantage of extra-curricular activities but I am very appreciative of the excellent education and preparations received at Harper.

I enjoyed my time at Harper. When I took a year off from Pharmacy school, I went back to Harper to take some extra courses. I recommend it to anyone who asks.

Harper gave me an excellent understanding of Business Administration. The curriculum is the best I have seen of any junior college and even better than some colleges. The faculty and employees are very helpful. The faculty I knew had an excellent knowledge of their field. Keep up the good work.

Other Comments (continued)

Harper is a good place to start and transfer because it is inexpensive, near home and employment.
Harper was a good school, good faculty and good preparation for university setting. Fairly challenging.
A larger portion of student activity fee should be allocated to a larger and better intra-mural program.
Attending Harper proved to be beneficial for me as it was quality education at a relatively low cost.
I'm very happy I went to Harper. The academic standards are higher than other junior colleges/academic excellence is what higher education should be all about.
There really should be more entrances and exits to the parking lots. I found that 60% of the students were unsociable and immature. Faculty was excellent.
Harper great for general education classes.
As all colleges, Harper College can rise or fall according to its teachers. It has some excellent ones. (B. Forest, B. Dallas, J. Savin) Harpers support facilities were excellent, adequate parking and excellent cafeteria.
Harper doesn't have enough interaction between students and teachers. Because of the type of scheduling and atmosphere it is hard to make acquaintances with other students.
I strongly believe the two years spent at Harper has greatly benefited me. As a result graduating Harper, I have a strong educational background even though I have not as yet worked.
I found my Harper education very comparable to if not better than freshman and sophomore level classes at University of Illinois Circle campus. I have not been lacking to less than adequate in my college education.
Very good teachers/quality education/ very pleasant atmosphere.
Generally the faculty was pretty good except for EGR 150 and EGR 211. I felt I received poor background in these classes and it has caused me problems in some of the classes that followed.
I really enjoyed going to Harper and miss the personal attention I got. I wish it were a four-year school.
If a student is not careful in selecting courses, he could be wasting time if he plans to transfer to another college.
Do not hire Catholic priests from a religious background school to teach a course in Adolescent Psychology. When he had never taught it before, he was definitely biased against middle class students, schools and faculty.
It was a big step for me to go back to after 20 years and I am grateful Harper was there. It made me realize how much I needed and wanted a degree.
I enjoyed going to Harper, it was a good experience, a good chance to grow.
I found more intellectually explored individuals at Harper in (especially) the English literature class than I am finding now at Illinois State. I found much of my own intellectual and creative potentials as a result of being alone and independent at Harper, and through the small classrooms and colorful, caring professors at Harper.
Out of twenty classes I took, only four classes were exceptionally interesting.
The majority of students exist in a glass bubble. The lectures of Westmoreland and the Catholic priests experiences in El Salvador were excellent. The events should be been publicized much more. Also, the brand new athletic building and racquetball courts were never open when I wanted to use them.
I am very pleased with the education I received at Harper.
Somehow you need to keep the students interested, school is important and it is easy to not attend and not stay interested while living at home.
Harper should acquire a building which has a bowling alley, dance floor and pizza place. The main point is having more social events.
I was impressed with the professors/I haven't seen better professors at Southern.

Other Comments (continued)

Harper is a very good school and I would recommend anyone going especially if they are not sure of what they want with their life.

Enjoyed attending Harper, but I wish there were more activities and social parties to integrate more students. It was hard to get to know people, it can be lonely at times.

It was an enjoyable and worthwhile two years.

Harper is an excellent school for the transition between high school and university. It also enables students to work making higher education less of a burden financially.

An excellent learning experience.

Harper has excellent Math and Business departments. Carol Bernett, Ray dePalma, Frank Oliver and Gene Kimmet were the best instructors I had while attending.

The education I received from Harper was first rate and will, I believe, help me in future education endeavors.

More counselors should be available, Harper needs more.

There is too much politics involved with WHCM and the Harbinger. It's for the students and by the students -- leave it alone. So what, what's wrong with being experimental. It might do the suburbanites some good.

Thank you! I love Harper! It has been great for me.

A language lab would be useful in learning a foreign language. An exit is needed for the parking lots behind I/J buildings onto Quentin Road. In general, the parking at Harper is poor - e.g., the empty space between the lots in front of A and F buildings should be used for parking. Also, more additions of trees to block the wind are needed.

It was hard to study at Harper because of outside interference.

It is a good junior college but after going through the hassel of transferrring, I think students should go to the university they plan to graduate from in the first year. Financially it has fantastic benefits. The teachers are good. It's great for the community and for the people who don't know what they want to do and they're just experimenting. I really liked it. It is a very good school. I enjoyed my stay.

The upkeep of the college is shoddy - parking lot near Building M, perimeter road, classrooms, and washrooms. The food offered is minimally nutritious - junk food contributes to poor grades not to mention degenerative diseases. Part-time teachers on the average were a nuisance - uninformed on helpful techniques and lacked organization.

I was very dissatisfied with the ski club and the goings on last spring; drunken parties, pot, disrespect for other individuals from students all at the approval of the student activities department head.

I've had many wonderful experiences while attending Harper, with the people here, which I will never regret. Great instructors, too.

Harper as a whole is a very good college well known to most other universities as well. I have told many people about attending Harper, I recommend Harper.

Overall Harper is a good school, convenient location and good teachers.

It's a good college and if it was a four-year college, I would spend my other two years there also. I wish they would make it a 4-year college.

I loved it there and will always value the experience. You have a terrific faculty, one you should indeed by proud of.

I wish it was easier to get information when calling the college. Many secretaries are just too rude to help you. Registration is always a hassle even if you are only taking one class.

The parking situation is very bad. It takes 15-20 minutes to get out of the parking lot after an evening class. More access roads are needed.

Other Comments (continued)

I believe Harper's radio station should cater to everyones taste in music. Could play classical during the lunch hours in the cafeteria so I could enjoy the good lunches more.

I thought I received many excellent educational experiences at Harper. The faculty at the school was outstanding and always willing to discuss any questions a person may have had regarding their subject. I think the college could improve further by offering a wider selection of courses, with an individual having the option of taking more difficult or concentrated courses if he/she desired. The function of the college seems to be either preparing an individual for transfer into another university or merely expanding the horizons of people that would otherwise not be able to go to college. On the basis of this assumption, I would like to propose that Harper change from semester courses to a quarter system. This would allow the students to take a wider variety of courses and it would give the student who is not sure of what he wishes to major in an opportunity to "test the waters" in a variety of fields. It would also allow the part-time student a chance to broaden their horizons even further. Certainly more faculty would be required. Under no circumstances would I want to see the quarter system implemented if it would reduce the present level of instruction.

Summary of Other Comments

	1979		1981	
	N	PCT	N	PCT
Positive Comments	57	60.6	81	49.1
Mixed Comments	19	20.2	36	21.8
Negative Comments	18	19.2	48	29.1
	94	100.0	165	100.0

Comment Summary - 1981 -- Types of Comments mentioned more than ten times

Type of Comment	Times Mentioned
Overall experience - almost always very positive	89
Full-time faculty - almost always very positive	35
Student activities - wishing there were more, complaining about offerings, or wishing they had participated	24
Harper as a stepping stone to a four-year college - mostly very positive	21
Wished Harper would become a four-year college	15
Interaction with other students & staff on campus - evaluations very mixed.	12
Financial advantage of attending Harper	12
Counseling - mostly negative	11

Data Section Comparing Alumni Leaving Harper versus Alumni Remaining at Harper for a Third Year

	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
	1974	1975	1977	1979	1981	1974	1975	1977	1979	1981
Percent remaining in an identical field						36.1	35.6	36.2	37.2	24.8
Percent remaining in an identical or closely related field						56.6	58.3	56.8	64.6	51.4
Present Status										
Employed F/T, not in college	0	0	0	0	0	18.2	20.7	22.1	15.6	21.6
Employed F/T, enrolled P/T	59.6	44.4	44.4	39.3	38.9	4.7	2.4	4.7	2.8	3.8
Employed F/T, enrolled F/T	0	1.4	5.0	9.8	2.8	3.5	2.6	1.0	.9	3.1
Enrolled F/T, employed P/T	3.5	20.8	14.8	12.5	17.6	20.8	17.8	20.5	24.1	19.1
Enrolled F/T, not employed	8.8	6.9	4.9	10.7	11.1	46.6	52.2	44.5	46.7	37.6
Enrolled P/T, employed P/T	24.6	15.3	18.5	14.3	19.4	1.2	.8	1.9	.5	1.4
Employed P/T, not in college	0	0	0	0	0	1.9	1.9	1.9	4.2	7.7
Enrolled P/T, not employed	3.5	11.2	12.4	13.4	10.2	0	.3	0	1.4	1.6
Armed Services	0	0	0	0	0	0	0	.3	0	.5
Unemployed, but seeking employment	0	0	0	0	0	1.2	.5	.9	.9	2.3
Homemaker	0	0	0	0	0	0	.3	2.2	1.0	.7
Other Unemployed	0	0	0	0	0	1.9	.5	0	1.9	.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	57	72	--	112	108	423	377	317	212	575
Percent still at Harper	11.9	16.0	20.4	34.6	15.8					
Educational Goals										
Presently enrolled F/T	12.3	29.6	24.7	33.0	31.5	70.9	72.7	65.9	71.7	59.9
Presently enrolled P/T	87.7	70.9	75.3	67.0	68.5	5.9	3.4	6.6	4.7	5.9
Plan to return to college next year	0	0	0	0	0	8.8	10.3	10.4	8.0	16.1
Plan to return to college some day	0	0	0	0	0	6.6	5.3	9.2	6.6	7.7
Presently enrolled in specific training program	0	0	0	0	0	.7	3.8	.3	.5	1.0
No plans to continue education	0	0	0	0	0	4.3	3.2	3.8	3.8	2.3
Educational plans unknown	0	0	0	0	0	2.8	1.3	3.8	4.7	7.1
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	57	72	81	112	108	423	377	317	212	574

Data Section Comparing Alumni Leaving Harper versus Alumni Remaining at Harper for a Third Year (continued)

	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
	1974	1975	1977	1979	1981	1974	1975	1977	1979	1981
Graduation Status										
A. A. Degree	8.8	6.9	12.4	39.3	4.6	45.2	45.9	48.4	43.1	34.2
A. S. Degree	8.8	4.2	3.7	14.3	11.6	18.6	17.2	15.2	21.8	26.0
A. A. S. Degree	7.0	6.9	2.5	4.4	1.9	4.7	2.4	1.6	6.6	1.7
ALS Degree	0	0	0	0	0	0	0	0	.5	0
Combination of Degrees	0	5.6	1.2	2.7	.9	1.7	2.9	.6	2.8	1.7
Certificate	3.5	5.6	4.9	.9	2.3	.5	.8	1.6	.5	.5
No Degree	71.9	70.8	75.3	38.4	78.7	29.3	30.8	32.6	24.7	35.9
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		72	81	112	108	409	377	316	211	574
Job Information										
Retail Stores - Sales	0	12.8	12.7	8.8	12.1	2.9	20.5	12.1	20.3	13.1
Office or Clerical	17.5	5.1	11.9	19.3	6.6	16.3	12.0	13.6	9.4	12.8
Busines or Finance	12.3	12.8	15.7	24.5	17.5	19.2	13.0	16.0	17.2	11.2
Food Services			3.0	3.5	13.9			10.3	11.7	10.2
Sales	5.2	2.6	6.7	10.5	4.8	11.1	8.0	3.6	2.4	7.4
Factory Semi-skilled	12.3	17.9	14.9	3.5	8.5	6.3	5.0	8.4	3.1	7.0
Unskilled, Custodial	--	--	--	--	1.2	--	--	--	--	6.7
Trades	1.8	10.3	6.7	7.0	0	10.6	8.0	8.4	10.9	5.1
Medical Fields	8.8	10.3	4.5	5.3	3.0	4.3	4.0	4.8	7.0	4.8
Engineering or Related Technology	14.0	12.8	4.5	3.5	6.0	2.4	4.0	5.4	3.1	4.1
Educational	1.8	7.8	1.5	3.5	6.0	7.2	7.0	6.6	6.3	2.8
Communications and Entertainment	0	0	0	0	0	0	0	0	3.1	2.7
Transportation	--	--	--	--	1.8					2.5
Computer Field	--	--	--	--	6.6					2.2
Social or Religious	1.8	2.5	2.2	2.6	2.4	1.9	2.0	3.0	0	1.9
Legal, governmental or political	5.2	0	6.0	1.8	2.4	2.4	1.0	2.4	4.7	1.6
Arts or Humanities	0	0	2.2	.9	2.4	1.9	4.0	.6	0	1.6
Scientific	3.5	0	1.5	5.3	0	5.3	2.5	1.2	0	1.1
Police, Fire, Security	--	--	--	--	3.6					.9
Environmental or Agricultural			0	0	1.2			.6	.5	.3
Other	15.8	5.1	0	0	0	8.2	9.0	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	57	39	67	57	83	208	100	166	64	316

Data Section Comparing Alumni Leaving Harper versus Alumni Remaining at Harper for a Third Year (continued)

Relatedness of Job to Major Field at Harper	Degree of Relatedness	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
		1974	1975	1977	1979	1981	1974	1975	1977	1979	1981
Identical	3	11.8	16.4	10.6	10.6	12.0	8.8	8.5	11.0	16.7	6.5
Closely Related	2	15.7	11.5	21.2	29.4	22.9	10.8	15.1	11.0	16.6	14.9
Somewhat Related	1	15.7	24.6	18.2	24.7	19.3	18.0	17.0	18.9	17.7	23.9
Not Related	0	56.8	47.5	50.0	35.3	45.8	62.4	59.4	59.1	49.0	54.7
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		51	61	66	85	83	194	176	164	102	322
Degree of Relatedness		.83	.97	.92	1.15	1.01	.66	.73	.74	1.01	.73

Status Level	Status Index	1974	1975	1977	1979	1981	1974	1975	1977	1979	1981
Unskilled Labor	1	14.0	11.5	12.1	10.7	9.8	18.7	14.8	15.3	15.8	12.2
Semi-skilled	2	30.0	34.4	31.8	23.8	34.1	29.0	39.2	36.2	26.7	33.0
Technician, Skilled Labor or Foreman	3	8.0	11.5	19.7	22.6	15.3	14.0	11.7	16.6	13.9	18.6
Beginning Professional	4	32.0		25.8	29.8	25.6	29.5	23.5	28.8	33.7	31.1
Experienced Professional or Second Line Supervisor	5	16.0	8.2	7.6	11.9	15.2	7.3	8.4	3.1	8.9	4.8
Creative Scientist, Researcher or Upper Middle Management	6	0	3.3	3.0	1.2	0	1.0	1.8	0	0	.3
Vice President or Higher	7	0	1.6	0	0	0	.5	.6	0	1.0	0
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		50	61	66	84	82	193	166	163	101	312
Mean Index Level		3.06	3.05	2.94	3.12	3.02	2.83	2.80	2.68	2.97	2.84

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

Annual Salary	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
	1974	1975	1977	1979	1981	1974	1975	1977	1979	1981
Under $3,328	3.0	0	5.6	0	0	3.5	1.2	0	0	0
$ 3,328 to $ 4,159	0	0	0	2.1	0	0	0	0	0	0
$ 4,160 to $ 4,999	6.1	3.7	0	0	2.4	5.9	2.3	0	0	0
$ 5,000 to $ 6,999	18.2	18.5	2.8	0	0	21.2	20.9	16.5	0	0
$ 7,000 to $ 8,999	18.2	18.5	8.3	10.4	0	21.2	26.8	16.4	8.3	4.3
$ 9,000 to $ 9,999	9.1	11.1	13.9	16.7	7.3	10.6	10.5	15.2	13.9	5.8
$10,000 to $11,999	21.2	11.1	19.4	18.7	9.8	17.6	13.9	13.9	19.4	14.4
$12,000 to $14,999	18.2	3.7	30.5	14.6	24.4	10.6	9.3	17.7	16.7	25.2
$15,000 to $19,999	3.0	14.8	13.9	22.9	26.9	7.0	11.6	15.2	27.8	29.5
$20,000 to $24,999	3.0	14.8	2.8	6.3	17.1	2.4	2.3	3.8	8.3	12.9
$25,000 to $30,000	0	3.8	2.8	8.3	2.4	0	1.2	1.3	2.8	4.3
$30,000 to $40,000	0	0	0	0	7.3	0	0	0	2.8	2.2
Over $40,000	0	0	0	0	2.4	0	0	0	0	1.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Salary	$9755	$12484	$12361	$14234	$18039	$9464	$10118	$11449	$14500	$16540
Median Salary	$9667	$ 9833	$12000	$12429	$15545	$8889	$ 8913	$10273	$13500	$15000
Number	33	27	36	48	41	85	86	79	36	139

Job Location	Distance Index									
Downtown Chicago	2	6.2	4.9	1.5	7.0	2.4	4.1	1.8	2.4	4.0	4.7
Outer fringes of Chicago	1	6.3	6.6	4.5	5.9	5.3	6.7	7.2	7.3	12.0	2.5
Harper District	0	72.9	73.7	85.1	75.3	79.2	54.1	58.8	60.6	33.0	71.0
Other Chicago Suburbs	1	12.5	14.8	8.9	10.6	8.9	13.9	14.9	9.1	22.0	9.6
Within 40-100 Miles	3	2.1	0	0	1.2	4.2	5.2	7.2	5.4	13.0	5.9
100-500 Miles away	4	0	0	0	0	0	7.7	8.9	9.7	13.0	4.4
More than 500 Miles	5	0	0	0	0	0	8.3	1.2	5.5	3.0	1.9
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Distance Index		.38	.31	.16	.34	.32	1.16	.89	1.04	1.48	.66
Number		48	61	67	85	84	194	167	165	95	321

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

Educational Data Class Level	Index Level	Alumni Remaining at Harper After Attaining Alumni Status 1974	1975	1977	1979	1981	Alumni Leaving Harper After Attaining Alumni Status 1974	1975	1977	1979	1981
Freshman	1	0	0	0	.9	0	0	0	.9	.6	.3
Sophomore	2	50.9	63.8	73.4	50.0	62.2	1.9	4.5	4.8	2.5	4.4
Junior	3	32.7	21.8	12.6	40.2	26.3	88.5	85.4	85.2	68.3	72.3
Senior	4	0	4.3	5.1	8.0	4.8	8.3	6.9	8.7	28.0	21.2
Graduate School	5	0	4.3	0	0	4.8	.3	2.8	.4	.6	1.0
Professional School	5	0	0	0	0	0	.7	.4	0	0	.3
Other	NI	16.4	5.8	8.9	.9	1.9	.3	0	0	0	.5
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Index		2.39	2.46	2.05	2.56	2.51	3.08	3.08	3.03	3.25	3.19
Number of Responses		55	69	79	112	104	312	287	230	161	382

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

Present Major Field	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
	1974	1975	1977	1979	1981	1974	1975	1977	1979	1982
Business	36.8	42.9	31.6	35.3	28.2	25.9	22.2	34.8	38.0	35.0
Engineering and Technology	5.3	7.1	11.4	17.6	13.1	4.7	3.6	7.0	8.1	10.4
Education	1.8	0	0	2.2	3.0	11.5	14.2	9.1	6.0	5.4
Other Social Sciences	3.5	2.3	1.3	2.9	1.9	6.8	4.1	5.4	3.8	5.4
Health Fields	7.0	7.1	1.3	8.8	8.9	3.0	4.1	3.9	6.0	5.0
Psychology	1.7	4.8	0	2.9	3.3	8.5	12.7	6.3	2.6	4.4
Computer Science	0	0	2.5	0	5.6	0	0	1.3	1.7	4.3
Biological Sciences	5.3	4.8	4.4	5.9	2.3	7.9	5.7	3.5	6.8	4.2
Art	5.3	7.1	7.6	5.2	4.7	4.1	6.5	6.7	5.1	3.5
Physical Science	1.7	3.7	1.9	5.9	1.9	1.8	4.1	1.7	.9	3.4
Physical Education and Recreation	0	2.3	2.5	1.5	0	3.5	2.1	4.8	1.7	3.1
English, Literature and Speech	1.8	2.3	1.3	0	0	4.4	7.2	.9	1.7	3.0
Journalism	0	0	0	0	.2	0	1.0	2.6	3.0	2.6
Law Related	0	0	8.9	0	2.8	1.2	.5	.9	2.6	2.5
Humanities and Liberal Arts	19.3	4.8	10.1	10.3	16.3	4.4	3.6	.9	2.1	1.8
Math	1.7	1.2	2.5	0	1.4	2.4	1.3	.9	1.7	1.3
Language	1.8	0	.6	0	2.1	1.5	1.0	1.1	.9	1.2
Home Economics	0	0	2.5	0	.5	1.8	1.0	1.7	2.6	1.1
Music	3.5	0	3.2	1.5	1.9	.9	3.1	1.3	2.1	1.0
Agriculture and Conservation	0	0	0	0	1.9	2.4	0	4.3	2.6	.8
Architecture	1.8	4.8	1.3	0	0	2.1	1.0	0	0	.5
Food Service	0	0	1.3	0	0	0	0	.9	0	.1
Other	1.7	4.8	3.8	0	0	1.2	1.0	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	57	42	79	68	107	339	194	230	117	

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

Degree of Relatedness of Present Major to Major at Harper	Relatedness Index	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
		1974	1975	1977	1979	1981	1974	1975	1977	1979	1981
Identical	3	--	61.8	83.6	52.1	57.4	44.7	44.2	46.2	44.4	34.4
Closely Related	2	--	21.2	5.5	27.4	14.9	23.9	25.4	24.7	31.5	33.3
Somewhat Related	1	--	8.5	7.3	15.0	16.8	17.7	17.4	18.1	14.8	21.9
Not Related	0	--	8.5	3.6	5.5	10.9	13.7	12.9	11.0	9.3	10.4
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Relatedness Index			2.36	2.69	2.26	2.19	2.00	2.01	2.06	2.11	1.92
Number of Responses			47	55	73	101	322	287	227	162	381

Cost of Present College	1974	1975	1977	1979	1981	1974	1975	1977	1979	1981
Less than $500	55.9	54.1	57.1	33.3	34.0	2.9	1.1	4.3	0	2.9
$ 500 to $ 1,000	32.4	29.7	31.4	20.9	41.3	8.4	4.6	5.1	2.7	2.9
$1,000 to $ 1,500	5.9	8.1	8.6	6.3	9.3	6.9	8.8	8.0	2.7	6.4
$1,500 to $ 2,000	2.9	2.7	0	6.2	8.2	13.3	12.9	6.5	3.5	5.6
$2,000 to $ 2,500	0	0	0	6.3	1.0	34.5	26.3	15.2	8.8	5.9
$2,500 to $ 3,000	2.9	2.7	0	6.2	1.0	14.8	31.9	26.8	17.7	6.2
$3,000 to $ 4,000	0	2.7	2.9	12.5	2.1	19.2	14.4	34.1	35.4	21.6
$4,000 to $ 5,000	0	0	0	6.2	1.0	0	0	0	15.0	21.1
$5,000 to $ 6,000	0	0	0	2.1	0	0	0	0	14.2	14.2
$6,000 to $ 7,000					2.1					7.8
$7,000 to $ 8,000										4.0
$8,000 to $ 9,000										.8
$9,000 to $10,000										.3
Over $10,000										.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Annual Cost	$ 616	$ 710	$ 630	$1590	$ 976	$2284	$2390	$2708	$3496	$3927
Number of Responses	34	37	35	48	97	203	194	138	113	374

ILLINOIS COMMUNITY TRANSFER STUDENTS

Fall 1979 Class

Current Major Field	Harper			All Illinois Community Colleges		
	Enrolled Spring Term - 1980		Spring Term CUM - GPA	Enrolled Spring Term - 1980		Spring Term CUM - GPA
	N	PCT		N	PCT	
Unknown	43	8.1	2.60	542	7.1	2.49
Other	47	8.8	2.67	675	8.8	2.73
Math and Science	54	10.2	2.55	707	9.3	2.71
Business	157	29.5	2.69	1861	24.4	2.60
Education	42	7.9	2.96	985	12.9	2.93
Engineering	39	7.3	2.54	473	6.2	2.60
Arts and Humanities	36	6.8	2.75	519	6.8	2.90
Health	21	3.9	2.96	435	5.7	2.81
Social and Behavioral Science	67	12.6	2.73	1048	13.7	2.76
General Liberal Arts	22	4.1	2.88	279	3.7	2.68
Technologies	4	.8	3.10	107	1.4	2.79
	532	100.0	2.71	7631	100.0	2.72

1979 TRANSFER STUDENTS FROM HARPER

College Attending Now	Number Originally Transferred	Pre Transfer GPA	Percent AA/AS	Percent Career	Percent No Degree	Percent Enrolled in 1980 Spring Term	CUM GPA After Spring 1980 Semester	Difference Between Pre-Transfer GPA and Spring Term GPA
DePaul	18	2.84	16.7	27.8	55.5	72.2	2.77	-.07
Eastern Illinois	30	2.71	46.7	0	53.3	86.7	2.67	-.04
Illinois State	84	2.77	34.5	2.4	63.1	88.1	2.74	-.03
Northeastern Illinois*	53	3.05	37.7	15.1	47.2	45.3	3.20	+.15
Northern Illinois	175	2.89	44.6	10.3	45.1	88.0	2.74	-.15
Roosevelt	42	3.04	28.6	14.3	57.1	59.5	2.90	-.14
Southern Illinois	62	2.67	25.8	8.1	66.1	85.5	2.59	-.08
University of Illinois - Urbana	55	3.24	47.3	1.8	50.9	89.1	2.77	-.47
University of Illinois - Circle*	56	2.96	26.8	5.4	67.8	58.9	2.73	-.23
Western Illinois	37	2.65	24.3	2.7	73.0	91.9	2.47	-.18
Loyola University	12	2.85	41.7	8.3	50.0	91.7	2.70	-.15
Other Illinois Colleges	47	3.01	25.5	8.5	66.0	76.6	2.89	-.12
Total Harper Transfers	671	2.91	35.6	8.1	56.3	79.3	2.71	-.20
All Illinois Community College Transfers	10,016	2.94	31.5	7.2	61.3	78.7	2.65	-.29

* These colleges are on quarter system so that the Spring term is the third term attended by these students.

Performance at University of Southern Illinois -- Carbondale

All Students Enrolled in the 1980-1981 Academic Year

	Harper Transfers	All ICC Transfers	Native Students
Number of Students	242	6,766	12,655
GPA Earned in all Courses	2.67	2.71	2.68
Percent in Good Standing Spring Semester	81.0	84.2	81.5

GPA Earned in Following Displine Areas:	GPA	N	GPA	GPA
Education	3.25	144	3.37	3.17
Human Resources	3.08	88	3.06	2.97
Agriculture	2.79	63	2.86	2.84
Communications and Fine Arts	2.77	220	2.77	2.75
School Technical Careers	2.73	74	3.12	2.88
Science	2.53	169	2.34	2.38
Liberal Arts	2.44	248	2.52	2.54
Business Administration	2.43	211	2.42	2.48
Engineering and Technology	2.43	58	2.78	2.63

Performance at University of Illinois -- Circle Campus

Entering Class of Fall 1980

	Harper Transfers	All ICC Transfers	Four-Year College Transfers	Native Beginning Juniors
Original Class Size	53	1,109	838	1,293
Transfer Mean GPA	3.81	3.82	3.66	3.66
Mean GPA All Courses in Winter Quarter, 1982	3.46	3.30	3.61	3.60
Percent of Original Class on Clear Status or Graduated - Winter Quarter, 1982	66.0	49.8	52.7	77.3
Average GPA By Discipline				
English and Humanities	5.00 n= 20	3.65	4.06	3.78
Education	5.00 n= 6	3.95	4.32	4.25
Business Administration	4.25 n= 80	3.59	3.56	3.62
Math	3.88 n=113	3.32	3.51	3.44
Architecture and Art	3.79 n= 61	3.62	3.95	3.78
Biological Sciences	3.63 n= 40	3.22	3.58	3.61
Social Sciences	3.47 n= 76	3.55	3.69	3.85
Physical Sciences	3.47 n= 64	3.39	3.68	3.51
Foreign Languages	3.40 n= 39	3.56	3.84	3.80
Engineering	3.07 n= 55	3.27	3.34	3.55

Performance at University of Illinois -- Circle Campus

Entering Class of Fall 1981

	Harper Transfers	All ICC Transfers	Four-Year College Transfers	Native Beginning Juniors
Original Class Size	54	1,078	1,289	1,368
Transfer Mean GPA	3.87	3.82	3.67	3.65
Mean GPS all Courses in Spring Quarter, 1982	3.80	3.49	3.66	3.65
Percent of Original Class on Clear Status or Graduated - Spring Quarter, 1982	59.3	47.5	45.4	71.3
Average GPA by Discipline Area				
Education	4.89 n= 35	4.11	4.29	4.38
English and Humanities	4.75 n= 16	3.82	3.84	3.84
Social Sciences	4.56 n= 63	3.61	3.80	3.89
Business Administration	4.00 n= 76	3.47	3.54	3.45
Biological Sciences	4.00 n= 24	3.44	3.26	3.42
Physical Sciences	3.86 n= 31	3.47	3.63	3.51
Foreign Languages	3.67 n= 36	3.78	3.86	3.68
Math	3.45 n= 79	3.34	3.53	3.36
Architecture and Art	3.25 n= 17	3.78	4.06	4.19
Engineering	3.00 n= 80	3.17	3.23	3.63

COMPARISON OF HARPER TRANSFERS WITH OTHER STUDENTS AT UNIVERSITY OF ILLINOIS -- CHAMPAIGN

Progress After First Semester at University of Illinois -- Champaign

	Harper Transfers				Community College Transfers				4-Year College Transfers				Continuing Native Junior Students			
	1977 Class	1978 Class	1979 Class	1980 Class	1977 Class	1978 Class	1979 Class	1980 Class	1977 Class	1978 Class	1979 Class	1980 Class	1977 Class	1978 Class	1979 Class	1980 Class
Number Enrolled	51	35	51	41	768	702	766	605	676	587	626	476	4220	4125	4328	4320
Pre-transfer GPA	4.12	4.27	4.22	4.25	4.22	4.26	4.26	4.28	4.17	4.18	4.18	4.22	3.99	3.97	3.97	3.95
1st Semester GPA	3.60	3.80	3.5o	3.87	3.60	3.68	3.66	3.73	3.89	3.93	3.85	4.05	4.03	3.95	3.97	4.04
Percent Clear	70.6	82.9	78.4	75.6	73.1	75.8	73.2	75.5	85.7	88.3	82.6	88.6	92.3	91.0	90.4	89.8
Percent Dropped	2.0	0	5.9	7.3	4.4	4.1	3.7	5.5	1.6	1.2	1.9	1.9	1.1	1.3	1.3	1.6
PCT on Probation	25.5	11.4	11.8	14.6	16.9	15.2	18.1	14.9	9.0	7.8	11.3	5.3	5.2	6.0	5.8	5.6
Percent Withdrawn	1.9	5.7	3.9	2.5	5.6	4.9	5.0	4.1	3.7	2.7	4.2	4.2	1.4	1.7	2.5	3.0
Retention Ratio*	.961	.943	.902	.902	.900	.910	.914	.904	.947	.961	.939	.939	.975	.970	.961	.954

Progress After Second Semester at University of Illinois -- Urbana

Number re-enrolled	46	33	38	655	620	549	605	547	432	4079	3979	4146
Pre-Transfer GPA	4.13	4.30	4.29	4.24	4.28	4.30	4.17	4.20	4.23	4.02	3.99	3.98
2nd Semester GPA	3.72	3.92	3.80	3.77	3.80	3.79	3.97	4.00	4.04	4.08	4.03	4.02
Percent Clear	82.6	87.9	78.9	79.4	82.4	79.3	84.1	85.7	87.0	87.1	87.8	86.4
Percent Dropped	6.5	3.0	15.8	5.4	5.3	8.9	2.5	2.4	3.2	1.1	1.4	2.9
PCT on Probation	10.9	6.1	5.3	12.2	8.7	6.9	7.3	6.4	3.3	4.3	4.4	4.2
Percent Withdrawn	0	0	0	1.7	2.3	3.3	2.1	2.4	2.1	1.2	1.1	1.1
Percent Graduated	0	3.0	0	1.3	1.3	1.6	4.0	3.1	4.4	6.3	5.3	5.4
Retention Ratio*	.843	.914	.780	.805	.816	.797	.854	.888	.859	.944	.941	.922

*Proportion of original starting transfer class of students who have graduated or who are still enrolled at University of Illinois

COMPARISON OF HARPER TRANSFERS WITH OTHER STUDENTS AT UNIVERSITY OF ILLINOIS -- CHAMPAIGN (continued)

Progress After Third Semester at University of Illinois - Champaign

	Harper Transfers			Community College Transfers			4-Year College Transfers			Continuing Native Junior Students		
	1977 Class	1978 Class	1979 Class	1977 Class	1978 Class	1979 Class	1977 Class	1978 Class	1979 Class	1977 Class	1978 Class	1979 Class
Number re-Enrolled	45	29	44	584	542	614	528	485	506	3624	3509	3738
Pre-Transfer GPA	4.13	4.31	4.20	4.26	4.30	4.29	4.19	4.22	4.20	4.05	4.03	4.03
3rd Semester GPA	3.70	4.08	3.69	3.85	3.92	3.86	3.99	4.06	4.01	4.11	4.07	4.08
Percent Clear	73.4	86.2	77.2	82.0	86.4	82.7	85.8	87.2	87.7	86.9	84.7	86.1
Percent Dropped	11.1	0	11.4	3.4	2.6	2.8	1.7	1.9	1.6	.7	1.1	1.2
PCT on Probation	13.3	0	6.8	9.6	6.6	9.3	5.9	4.3	4.5	3.7	4.9	3.8
PCT Withdrawn	2.2	10.3	2.3	2.8	3.1	3.9	1.5	2.7	2.8	1.2	1.6	1.3
PCT Graduated	0	3.5	2.3	2.2	1.3	1.3	5.1	3.9	3.4	7.5	7.7	7.6
Retention Ratio*	.765	.743	.745	.725	.738	.755	.791	.825	.791	.903	.892	.900

Progress After Fourth Semester at University of Illinois -- Urbana

Number re-Enrolled	39	27	42	540	518	597	484	455	474	3229	3185	3328
Pre-Transfer GPA	4.15	4.28	4.21	4.27	4.30	4.31	4.20	4.21	4.22	4.07	4.04	4.07
4th Semester GPA	3.96	4.08	3.98	3.96	4.02	4.00	4.07	4.06	4.06	4.11	4.08	4.11
Percent Clear	66.7	66.7	52.4	43.3	44.6	50.7	55.4	46.2	57.6	21.2	18.6	23.9
Percent Dropped	0	0	0	3.5	2.7	1.2	1.2	2.6	.8	1.1	1.3	.4
PCT on Probation	5.1	0	0	4.8	7.7	1.0	2.7	5.7	.6	2.1	4.8	1.0
PCT Withdrawn	0	0	11.9	1.7	.8	4.4	1.4	1.5	4.7	.7	.7	.7
PCT Graduated	28.2	33.3	35.7	46.7	44.2	42.7	39.3	44.0	36.3	74.9	74.6	73.0
Retention Ratio*	.765	.771	.745	.695	.734	.753	.772	.804	.760	.878	.873	.912

*Proportion of original starting transfer class of students who have graduated or who are still enrolled at University of Illinois

COMPARISON OF GRADES EARNED AT UNIVERSITY OF ILLINOIS -- CHAMPAIGN

In Various Academic Fields: Harper Transfer Students versus Other Transfer Students and Native Juniors

GPA Earned During the 1980-1981 Academic Year by those entering in the falls of 1979 and 1980

Academic Area	Harper Transfers: Number of Hours	Harper Transfers: GPA	All Community College Transfers GPA	Four-Year College Transfers GPA	Native Juniors GPA	Difference Harper Minus Other Community Colleges	Difference Harper Minus 4-Year Colleges	Difference Harper Minus Native Juniors
Biological Sciences	36	4.17	3.58	3.84	3.96	+.59	+.33	+.21
Education	162	4.70	4.42	4.53	4.54	+.28	+.17	+.16
Fine and Applied Arts	202	4.33	4.18	4.33	4.36	+.15	0	-.03
Business	319	3.86	3.72	3.92	3.89	+.14	-.06	-.03
English and Humanities	148	4.03	3.94	4.09	4.16	+.09	-.06	-.13
Mathematics	214	3.54	3.50	3.78	3.73	+.04	-.24	-.19
Social Sciences	303	3.89	3.87	4.06	4.06	+.02	-.17	-.17
Agriculture	108	3.95	3.95	4.23	4.14	0	-.28	-.19
Physical Sciences	182	3.42	3.50	3.84	3.92	-.08	-.42	-.50
Foreign Languages	102	3.85	4.02	4.09	4.30	-.17	-.24	-.45
Engineering	484	3.56	3.85	4.08	3.97	-.29	-.52	-.41
All Courses	2273	3.81	3.83	4.02	4.04	-.02	-.21	-.23

APPENDIX

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH
January 4, 1982

Dear Alumnus:

We are following every alumnus (48 hours or more) of Harper. We would like to know what you are now doing and your evaluation of Harper. We would like to secure this information again in three and five years after you leave Harper. In order for Harper to properly evaluate itself and maintain a quality institution, it is essential to have good information on its former students. Any information you supply will be kept strictly confidential among appropriate college administrators.

We will greatly appreciate your response to this questionnaire. A self-addressed stamped envelope is enclosed for your convenience.

Sincerely,

John A. Lucas

John A. Lucas
Director

Enclosure

HARPER COLLEGE ALUMNI FOLLOW-UP QUESTIONNAIRE

Please give a permanent address where you can always be reached.

_____

_____

This questionnaire contains the following sections: General Status, Employment, Present Education and Evaluation of Your Experience at Harper.

Read the following items carefully and for each mark a check (✓) on the line beside the most appropriate alternative. Mark only one alternative per item unless otherwise stated.

GENERAL STATUS

I. Major field while at Harper.

_____ 1. Architecture
_____ 2. Art
_____ 3. Biological Science
_____ 4. Business
_____ 5. Communications
_____ 6. Education
_____ 7. Engineering
_____ 8. Humanities and Liberal Arts
_____ 9. Mathematics
_____ 10. Music
_____ 11. Physical Education and Recreation
_____ 12. Physical Science
_____ 13. Pre-Law
_____ 14. Pre-Medical
_____ 15. Psychology
_____ 16. Other Social Science

II. What is your present status?

_____ 1. I am employed full-time but am not enrolled in college.
_____ 2. I am employed full-time and am enrolled in college part-time.
_____ 3. I am employed full-time and am enrolled in college full-time.
_____ 4. I am enrolled in college full-time and am employed part-time.
_____ 5. I am enrolled in college full-time but am not employed.
_____ 6. I am enrolled in college part-time and employed part-time.
_____ 7. I am employed part-time but am not enrolled in college.
_____ 8. I am enrolled in college part-time but not employed.
_____ 9. I am in the Armed Forces.
_____ 10. I am unemployed and not enrolled in college but am seeking employment.
_____ 11. I am a homemaker not employed nor enrolled in college.
_____ 12. I am not employed nor enrolled in college for some other reason such as illness or in transition, etc.

III. What are your present educational goals?

_____ 1. I am presently enrolled full-time in a college or university. (This includes Harper)
_____ 2. I am presently enrolled part-time in a college or university. (This includes Harper)
_____ 3. I plan within the next year to return to college.
_____ 4. I plan to return to college some day.
_____ 5. I am presently enrolled in a specific training program.
_____ 6. I have no plans at present to continue my education.
_____ 7. My educational plans are unknown at this point.

IV. Did you graduate from Harper?

_____ 1. Yes, with AA degree
_____ 2. Yes, with AS degree
_____ 3. Yes, with AAS degree
_____ 4. Yes, with ALS degree
_____ 5. Yes, with a combination of degrees
_____ 6. Yes, with certificate
_____ 7. No

V. If you did not receive a degree from Harper, indicate why you didn't.

_____ 1. I am still enrolled at Harper
_____ 2. I have moved
_____ 3. Family responsibilities
_____ 4. Job demand
_____ 5. New job opportunity
_____ 6. Personal problems
_____ 7. I saw no relationship between the courses and my personal, occupational or educational goals
_____ 8. I haven't met all the requirements yet
_____ 9. I had taken all courses I originally wanted to take
_____10. Harper offered no further courses I wanted
_____11. My educational goals were not defined
_____12. I preferred transferring to another college
_____13. Had no interest in obtaining an associate degree
_____14. Other (specify) _____

EMPLOYMENT

If you are employed full time or part time, please answer the following items.

Name and address of employer _____
Job Title _____

VI. How would you classify your present occupation?

_____ 1. Social or religious
_____ 2. Educational
_____ 3. Legal, governmental or political
_____ 4. Sales
_____ 5. Business or finance
_____ 6. Scientific
_____ 7. Engineering or related technology
_____ 8. Retail store sales
_____ 9. Unskilled labor-custodial
_____10. Computer field
_____11. Police fire security
_____12. Communication or entertainment
_____13. Medical fields
_____14. Arts or humanities
_____15. Trades
_____16. Factory semi-skilled
_____17. Office or clerical
_____18. Food service
_____19. Transportation
_____20. Agricultural or environmental
_____21. Other (specify) _____

VII. How related is your present job to your major field at Harper?

_____ 1. They are identical
_____ 2. They are closely related
_____ 3. They are somewhat related
_____ 4. They are not related

VIII. Which of the following items best describes your employment status?

_____ 1. Unskilled labor
_____ 2. Semi-skilled labor
_____ 3. Technician, skilled labor or foreman
_____ 4. Beginning professional
_____ 5. Experienced professional or second line supervision
_____ 6. Creative scientist or researcher or upper middle management
_____ 7. Vice-president level or higher

IX. What is your salary range? (Answer only if you are employed full-time)

_____ 1. Under $3,328 per year or under $1.60 per hour
_____ 2. $3,328 - $4,159 per year or $1.60 - $1.99 per hour
_____ 3. $4,160 - $4,999 per year or $2.00 - $2.39 per hour
_____ 4. $5,000 - $6,999 per year or $2.40 - $3.36 per hour
_____ 5. $7,000 - $8,999 per year or $3.37 - $4.32 per hour
_____ 6. $9,000 - $9,999 per year or $4.33 - $4.80 per hour
_____ 7. $10,000 - $11,999 per year or $4.81 - $5.76 per hour
_____ 8. $12,000 - $14,999 per year or $5.77 - $7.20 per hour
_____ 9. $15,000 - $19,999 per year or $7.21 - $9.61 per hour
_____ 10. $20,000 - $24,999 per year or $9.62 - $12.02 per hour
_____ 11. $25,000 - $29,999 per year or $12.03 - $14.42 per hour
_____ 12. $30,000 - $40,000 per year or $14.43 - $19.23 per hour
_____ 13. Over $40,000 per year or $19.23 per hour

X. Where is your job located?

_____ 1. Downtown Chicago
_____ 2. Outer fringes of Chicago city limits
_____ 3. Northwestern Suburban Area (Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Wheeling, Buffalo Grove, Elk Grove, Mt. Prospect, Prospect Heights)
_____ 4. Outer Chicago area suburbs
_____ 5. Within 40 to 100 miles of Harper College
_____ 6. 100 to 500 miles from Harper
_____ 7. More than 500 miles from Harper

XI. How well did Harper prepare you for your job? Check (✓) the appropriate column by each item.

Preparation	Harper helped me considerably	Harper helped me somewhat	Harper did not help me at all
Specific job knowledge	_____	_____	_____
Technical job skills	_____	_____	_____
Communication skills	_____	_____	_____
Managerial skills	_____	_____	_____
Maturity and self confidence	_____	_____	_____
Broadened horizons	_____	_____	_____
Other (specify)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

XII. How did you find your job?

_____ 1. The coordinator of my program helped me find it.
_____ 2. Another faculty member helped me.
_____ 3. A friend or relative helped me.
_____ 4. Newspaper ads
_____ 5. Placement test
_____ 6. Employment agency
_____ 7. State job service
_____ 8. Found my job through another source (specify)_____
_____ 9. I found my job all on my own
_____10. I am working on the same job which I had since I first enrolled at Harper.
_____11. Another college helped me

EDUCATION

If you are currently enrolled in college full time or part time, please answer the following items.

XIII. Which college or university are you enrolled in?

_____ 1. Northern Illinois
_____ 2. University of Illinois-Circle
_____ 3. University of Illinois - Champaign
_____ 4. Western Illinois
_____ 5. Southern Illinois
_____ 6. Harper
_____ 7. Illinois State
_____ 8. Loyola
_____ 9. Roosevelt
_____10. University of Illinois Medical Center
_____11. University of Wisconsin - Stevens Point
_____12. Bradley
_____13. Northeastern Illinois
_____14. Eastern Illinois
_____15. Elmhurst
_____16. DePaul
_____17. University of Wisconsin - Madison
_____18. University of Arizona
_____19. Arizona State University
_____20. Other (specify)
_____

XIV. Which of the following best describes your status?

_____ 1. Freshman
_____ 2. Sophomore
_____ 3. Junior
_____ 4. Senior
_____ 5. Graduate
_____ 6. Professional school
_____ 7. Other (specify)
_____

XV. What is your major field presently?

_____ 1. Agriculture and Conservation
_____ 2. Architecture
_____ 3. Art
_____ 4. Biological Science
_____ 5. Business
_____ 6. Education
_____ 7. Engineering
_____ 8. English-Literature-Speech
_____ 9. Home Economics
_____10. Humanities and Liberal Arts
_____11. Language
_____12. Law
_____13. Mathematics
_____14. Medical Field
_____15. Music
_____16. Physical Education and Recreation
_____17. Physical Science
_____18. Psychology
_____19. Other Social Science
_____20. Journalism
_____21. Computer Science
_____22. Food Service
_____23. Other (specify)
_____

XVI. How related is your present major to your major at Harper?

_____ 1. They are identical
_____ 2. They are closely related
_____ 3. They are somewhat related
_____ 4. They are not related

XVII. What portion of the courses which you took at Harper were you able to transfer? If you don't know for sure, make the best guess you can.

_____ 1. 0-20%
_____ 2. 20-40%
_____ 3. 40-60%
_____ 4. 60-80%
_____ 5. 80-90%
_____ 6. All but 2 or 3 courses
_____ 7. All but 1 course
_____ 8. Transferred all courses

XVIII. What is your approximate cumulative grade point average on a 4.0 basis at the college you now attend? Check (✓) the closest GPA.

"A"

_____ 4.0 _____ 3.8 _____ 3.6 _____ 3.4 _____ 3.2

"B"

_____ 3.0 _____ 2.8 _____ 2.6 _____ 2.4 _____ 2.2

"C"

_____ 2.0 _____ 1.8 _____ 1.6 _____ 1.4 _____ 1.2

"D"

_____ 1.0

At your present college, have you participated in any honors programs or honor society which you feel are of benefit to you and perhaps should be offered at Harper? If so, please describe.

_____

_____

XIX. How much does it cost you or your family per year to attend your present college? Include tuition, books, room and board, and personal expenses.

_____ 1. Less than $500
_____ 2. $ 500 - $1,000
_____ 3. $1,000 - $1,500
_____ 4. $1,500 - $2,000
_____ 5. $2,000 - $2,500
_____ 6. $2,500 - $3,000
_____ 7. $3,000 - $4,000
_____ 8. $4,000 - $5,000
_____ 9. $5,000 - $6,000
_____ 10. $6,000 - $7,000
_____ 11. $7,000 - $8,000
_____ 12. $8,000 - $9,000
_____ 13. $9,000 - $10,000
_____ 14. Over $10,000

Did anything that happened to you at Harper stand out as making the transfer to your present college easier or more difficult? This may include courses taken or not taken, advice or counseling given, difficulty or grading of courses, or any other service received at Harper. If so, please describe.

_____

_____

(over)

EVALUATION ITEMS

Please note the following aspects of college as you knew them while at Harper College. Place the appropriate number on the blank preceding the aspect.

1. Excellent
2. Very good
3. Average
4. Borderline effectiveness
5. Poor or ineffective
* Please check (✓) if you have no basis for rating the aspect

	Harper	College Now Attending other than Harper (If any)	
XX.	_____	_____	Teaching faculty
XXI.	_____	_____	Course selection
XXII.	_____	_____	Admissions program
XXIII.	_____	_____	Records and registration
XXIV.	_____	_____	Student activities (lectures, concerts, films, clubs, social events, student government, student publications, game area)
XXV.	_____	_____	Counseling
XXVI.	_____	_____	Illinois job service
XXVII.	_____	_____	Financial Aid
XXVIII.	_____	_____	Health Service
XXIX.	_____	_____	Intercollegiate athletics
XXX.	_____	_____	Food Service
XXXI.	_____	_____	Intramurals
XXXII.	_____	_____	Learning Resources Center
XXXIII.	_____	_____	Learning atmosphere
XXXIV.	_____	_____	Other students
XXXV.	_____	_____	Veterans Office
XXXVI.	_____	_____	Tutor services or study skill improvement courses
XXXVII.	_____	_____	Women's Program
XXXVIII.	_____	_____	Remedial - Developmental courses
XXXIX.	_____	_____	Hearing Impaired services
XL.	_____	_____	Disabled/handicapped services
XLI.	_____	_____	Human Potential course

XLII. Which courses taken at Harper have been of most benefit to you on the job, in college, or in the community? Check (✓) all those that apply.

_____ 1. Architecture
_____ 2. Art
_____ 3. Biology
_____ 4. Career Planning and Development
_____ 5. Child Development
_____ 6. Data Processing
_____ 7. Education
_____ 8. English
_____ 9. General Business
_____ 10. History
_____ 11. Human Potential Seminar
_____ 12. Mathematics
_____ 13. Mechanical Engineering
_____ 14. Philosophy
_____ 15. Physical Science
_____ 16. Physical Education and Recreation
_____ 17. Political Science
_____ 18. Sociology
_____ 19. Speech
_____ 20. Psychology
_____ 21. Secretarial Science
_____ 22. Humanities
_____ 23. Foreign Languages
_____ 24. Economics
_____ 25. Literature

XLIII. Which courses taken at Harper have been of least benefit to you on the job, in college, or in your community? Check (✓) all those that apply.

_____ 1. Architecture
_____ 2. Art
_____ 3. Biology
_____ 4. Career Planning and Development
_____ 5. Child Development
_____ 6. Data Processing
_____ 7. Education
_____ 8. English
_____ 9. General Business
_____10. History
_____11. Human Potential Seminar
_____12. Mathematics
_____13. Mechanical Engineering
_____14. Philosophy
_____15. Physical Science
_____16. Physical Education and Recreation
_____17. Political Science
_____18. Sociology
_____19. Speech
_____20. Psychology
_____21. Secretarial Science
_____22. Humanities
_____23. Foreign Languages
_____24. Economics
_____25. Literature

XLIV. Are there courses which, had they been included in your curriculum, would have benefited you now on your job, in college, or in your community?

_____

_____

_____

_____

XLV. Was the Learning Resources Center (first and second floor, F Bldg.) of help to you while attending Harper? Check (✓) those that apply.

_____ 1. I very seldom or never used the Center.
_____ 2. I found the Center a good place to study.
_____ 3. It was easy to find and check out almost all the books I needed.
_____ 4. The audiovisual material available in the media section was very helpful.
_____ 5. I had trouble getting much of the material I needed.
(Explain)_____

_____

_____

_____ 6. Other_____

_____

_____

ACADEMIC COMPUTER USAGE

XLVI. Have you ever used the main computer using batch programs in Building A?

_____ 1. Yes
_____ 2. No

If you have, did you ever have any problems using the computer or getting good turnaround time?

_____ 1. Yes
_____ 2. No

If yes, explain: _____

_____

XLVII. Have you ever used the instructional computer terminals in Building D?

_____ 1. Yes
_____ 2. No

If you have, did you ever have problems getting access to the computer or have any problems using the terminal?

_____ 1. Yes
_____ 2. No

If yes, explain: _____

_____

XLVIII. Have you ever used the instructional computer terminals in Building I?

_____ 1. Yes
_____ 2. No

If you have, did you ever have problems getting access to the computer or have any problems using the terminal?

_____ 1. Yes
_____ 2. No

If yes, explain: _____

_____

XLIX. Has using the computer or the terminals helped you in your present situation?

_____ 1. Yes, it has helped me (explain) _____

_____

_____ 2. No, it has not helped me (explain) _____

_____

_____ 3. I didn't use the computer or terminals at Harper

L. How many times did you change your educational or vocational goals as a result of attending Harper?

_____ 1. More than one major change
_____ 2. One major change
_____ 3. Made only minor change(s)
_____ 4. I am not sure I made a change
_____ 5. Never

Also, if you made changes, check (✓) what services you used.

_____ 1. Counseling
_____ 2. Career Library
_____ 3. Illinois job service
_____ 4. Talk with faculty
_____ 5. Talk with friends or relatives
_____ 6. Specific course helped me
_____ 7. Magazine articles and job opportunity ads.
_____ 8. I made decision all by myself without help
_____ 9. Four-year college literature and catalogs
_____ 10. Other (specify)_____

LI. How do you feel about the academic advising you received at Harper? Check (✓) those appropriate.

_____ 1. I saw a counselor only as required at registration.
_____ 2. I needed academic advice but did not ask for it.
_____ 3. I readily received help from a counselor.
_____ 4. I had trouble getting the counseling help I needed.
Explain:_____

_____

_____ 5. The advising I received from a counselor was not very helpful to me.
Explain:_____

_____

_____ 6. The advising I received from a counselor was very helpful to me.
Explain:_____

_____

_____ 7. I received helpful advice from a faculty member.
_____ 8. I received advice from a faculty member that was not helpful.
Explain:_____

_____

LII. How do you feel about the Financial Aid office? Check (✓) those appropriate.

_____ 1. I didn't require or qualify for any financial aid.
_____ 2. I might have qualified for financial aid but I never got around to applying for it.
_____ 3. I applied for financial aid but was turned down. I was **very** dissatisfied with the operation of the Financial Aid office.
_____ 4. I applied for financial aid but was turned down. However, I was reasonably satisfied with the performance of the Financial Aid office.
_____ 5. I received financial aid but I was not satisfied with the performance of the Financial Aid office.
_____ 6. I received financial aid and was very satisfied with the performance of the Financial Aid office.
_____ 7. The Financial Aid office at Harper helped me secure financial aid at the institution I am now attending.

LIII. Check which student activities or non-classroom experiences were of most benefit to you? If not applicable, leave blank. Do not consider counseling.

_____ 1. Guest speaker
_____ 2. Concerts
_____ 3. Films
_____ 4. Clubs
_____ 5. Intramural sports
_____ 6. Varsity athletics
_____ 7. Harbinger
_____ 8. Radio station WHCM
_____ 9. Mini courses
_____10. Human Potential seminars
_____11. Point of View
_____12. Field trips
_____13. Studio theater
_____14. Student Senate, Program Board, etc.
_____15. Band, orchestra or choral group
_____16. Pom-pon squad
_____17. Peer counseling
_____18. Other (specify)_____

_____

LIV. Check which student activities or non-classroom experiences at Harper were of least benefit to you? If not applicable, leave blank. Do not consider counseling.

_____ 1. Guest speaker
_____ 2. Concerts
_____ 3. Films
_____ 4. Clubs
_____ 5. Intramural sports
_____ 6. Varsity athletics
_____ 7. Harbinger
_____ 8. Radio station WHCM
_____ 9. Mini courses
_____10. Human Potential seminars
_____11. Point of View
_____12. Field trips
_____13. Studio theater
_____14. Student Senate, Program Board, etc.
_____15. Band, orchestra or choral group
_____16. Pom-pon squad
_____17. Peer counseling
_____18. Other (specify)_____

_____

LV. Make any other comments you wish to make concerning Harper College.

_____

_____

_____

HARPER EXPERIENCES

LVI. How many hours did you work per week while attending Harper?

_____ 1. I did not work
_____ 2. 1 to 5 hours
_____ 3. 6 to 10 hours
_____ 4. 11 to 15 hours
_____ 5. 16 to 20 hours
_____ 6. 21 to 25 hours
_____ 7. 26 to 30 hours
_____ 8. Over 30 hours

LVII. How would you describe this work?

_____ 1. It was identical to what I am now doing.
_____ 2. It was related or beneficial to what I am now doing.
_____ 3. It was of little benefit to what I am now doing except that it helped pay my way through college.

LVIII. How many hours per week did you spend in student activities or non-classroom experiences such as student publications, government, clubs, etc?

_____ 1. I did not participate
_____ 2. 1 to 3 hours per week
_____ 3. 4 to 7 hours per week
_____ 4. 8 to 12 hours per week
_____ 5. Over 12 hours per week

LIX. How many hours per week did you spend informally - such as in bull sessions, in the cafeteria or lounge, playing cards or pool, etc?

_____ 1. Less than one hour
_____ 2. 1 to 6 hours
_____ 3. 7 to 12 hours
_____ 4. 12 to 20 hours
_____ 5. Over 20 hours.

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